DOCUMENT RESUME

ED 131 806 HE 008 428

AUTHOR	Hecquet, Ignace; And Others
TITLE	Recent Student Flows in Higher Education.
INSTITUTION	International Council for Educational Development, New York, N.Y.; State Univ. of Groningen (Netherlands). Inst. for Educational Research.
SPONS AGENCY	Volkswagen Foundation, Hanover (West Germany).
PUB DATE	Jul 76
NOTE	272p.
AVAILABLE FROM	International Council for Educational Development, 680 Fifth Avenue, New York, N.Y. 10019.
EDRS PRICE	MF-$0.83 HC-$14.05 Plus Postage.
DESCRIPTORS	*Comparative Education; *Enrollment Trends; *Foreign Countries; *Higher Education; *Statistical Data; Statistical Studies; *Student Enrollment; Students
IDENTIFIERS	Belgium; Czechoslovakia; Denmark; France; Germany; Hungary; Italy; Japan; Netherlands; Poland; Sweden; United Kingdom; United States; Yugoslavia

ABSTRACT

Part one of this report gives comprehensive statistical data on student flows in higher education in eleven countries from about 1965 to the latest years available for each; countries covered are Belgium, Denmark, France, Germany, Italy, the Netherlands, Sweden, the United Kingdom, Yugoslavia, the United States, and Japan. Part Two is analytical, posing and answering questions about the development of higher education in the last quarter of this century. In Part Three, statistics from three East European countries (Czechoslovakia, Hungary, and Poland) are presented, and considered in their separate socioeconomic context. (Author/MSE)

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Recent Student Flows in Higher Education

by

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U S DEPARTMENT OF HEALTH
EDUCATION & WELFARE
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A report of the Institute of Education of the European Cultural Foundation

HE 008 428

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INTERNATIONAL COUNCIL FOR EDUCATIONAL DEVELOPMENT
680 FIFTH AVENUE NEW YORK, NEW YORK 10019

European Cultural Foundation

INSTITUTE OF EDUCATION

RECENT STUDENT FLOWS IN HIGHER EDUCATION

A report prepared for
the International Council
for Educational Development,
New York, under a grant from
the Volkswagen Foundation.

Paris, July 1976.

PREFACE

The report which follows is one of the first of the Institute of Education of the European Cultural Foundation. It was undertaken at the request and with the support of the International Council for Educational Development, New York, as part of a wider project on problems of admission to higher education, for which the Volkswagen Foundation provided the necessary resources.

The study comprises three largely independent parts :

Part I : A comparative Study of Trends in Eleven Countries

This first and most important part is by Ignace Hecquet of the University of Louvain and Christiane Verniers, a staff member of the Institute. It is concerned with the main objectives of the study, namely the presentation of comprehensive statistical data on student flows in higher education from around 1965 until the latest year for which official data is available, usually 1973/74, but sometimes 1974/75. The authors undertake an analysis of relevant recent trends with particular regard to changes that have arisen since the development of higher education in the fifties and early sixties. They cover the following countries : Belgium, Denmark, France, Germany, Italy, the Netherlands, Sweden, the United Kingdom, Yugoslavia, the United States and Japan.

Their methodology is outlined in Chapter I, section (1), and is based on a major comparative study carried out by OECD [*], covering all of its member countries, of which the present report is in many ways an extension. Readers should refer to the OECD study both for comparisons of trends before and after 1965 and for definitions of the statistical categories employed. These categories, and consequently the different modes of classification, are taken over virtually without change in the present report as they remain in our opinion the most suitable to the requirements of an international comparative exercise.

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[*] *Development of Higher Education 1950/1967 : Statistical Survey*, Paris, OECD, 1970 and *Analytical Report*, Paris, OECD, 1972.

Part II : A Comment on the Comparative Study

While the analysis presented in Part I of the report is as factual as possible, and does not attempt an interpretation going much beyond what can be read and concluded from the various accompaning statistical tables, the second part is intended to be of a more speculative nature. It tries to pose and answer a number of additional questions related to the overall issue of the development of higher education and its main determinants in the last quarter of the 20th century, considering, amongst other issues, the latest (1975/76) and still unconfirmed enrolment figures.

Part III : Developments in Eastern Europe

Finally, in the third part of the report, relevant statistics from three Eastern European Countries are presented, together with some brief comment aimed at juxtaposing, in a very tentative fashion, the recent higher educational trends of two quite different socio-economic contexts. This analysis, although incomplete, is intended to signify the Institute's desire to consider the whole of Europe in its work, and not just the West (1).

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(1) Yugoslavia, although included among the eleven "western" countries of Part I, also belongs of course to Eastern Europe, both geographically, and to a certain extent politically. From both these points of view there might have been a case of including it in Part III rather than Part I. But as an associate member of OECD, she was covered in the report Development of Higher Education 1950/67 mentioned on the previous page, and as this volume is an extension of that report, it has been thought more practical to return her position as a Part I country, particularly in view of the existing adaptation and reclassification of her statistics according to a common OECD base.

The Institute wishes to express its main thanks to all who contributed to the preparation of the study, particularly to the International Council for Educational Development and its Chairman Dr. J.A. Perkins, whose encouragement was a major factor in launching the project ; and to M. Hecquet and Mme Verniers, who were its most significant contributors. Nor whould the report have been possible without the work already undertaken by the Educational Investment Division of OECD and the access that the present authors had to OECD publications and documents. The authors are also grateful for the personal advice and comments they received from a number of OECD staff.

It is hoped that the present study will represent the first of a series of similar investigations undertaken by the Institute on a regular basis. Comments, criticisms and suggestions from readers will therefore be welcome, not just as a mark of interest in the Institute's work but as a direct contribution towards improving future comparative surveys in the area of student flows.

Ladislav Cerych.

Director.

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PART I

A COMPARATIVE STUDY OF TRENDS IN ELEVEN COUNTRIES

by : Ignace Hecquet
Christiane Verniers.

CHAPTER I - INTRODUCTION

1. *GENERAL OUTLINE AND OBJECTIVES OF THE STUDY*

One of the main features of social development in the industrial countries during the sixties was a very swift increase in the number of students enrolled in higher education. This was described in two OECD reports, the first published in 1970 (1), the other in 1974 (2) which attempted to analyse these quantitative changes in the higher educational systems of the Member countries.

This study is a follow up to those two reports : it concentrates like them on quantitative issues and, with the help of statistical information covering the early years of the present decade, attempts to depict the most recent trends affecting higher educational systems. Lack of time, however, has led to its being less ambitious, in that only eleven of the twenty-five OECD Member or Associate-Member countries are included ; and that a narrower range of problems is dealt with. In particular, it has been necessary to leave aside completely problems to do with the social origin of students, and to forego our analysis of student progress including the measurement of success and failure by course of study.

The accompanying tables show, for each of the eleven countries under consideration and year by year, recent trends in enrolments, the number of new entrants and the number of higher educational degrees awarded.

As the report is intended to supplement the two OECD surveys already mentioned, the relevant information has been collected and presented in such a way that it can be readily compared with the OECD data. Subsequently, however a number of modifications have been introduced, either as a result of countries changing the structure of their higher educational system, or in order to conform with the Classification of education systems of OECD Member countries (1) and the chronological series presented in the Annual Statistical Review of Education (2). These modifications have been incorporated except where use of the most recent information has occasionally required an alternative method of presentation.

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(1) *Development of Higher Education 1950/1967 : op. cit. p. 2.*

(2) *Towards Mass Higher Education : Study 1 : The Quantitative Evolution of Post-secondary Education 1960/1970. Paris, OECD, 1974.*

The analysis is based mainly on an examination of the accompanying tables, but the attempt to explain observed trends has also required additional information concerning, in particular, population changes in the age group corresponding to higher education and the development of secondary school leaving certificates. This information is incorporated into the text, wherever it is relevant.

It should be noted that for the years since 1970 the figures used are those of the Annual Statistical Review. These only cover three or four years, and the most recent are often provisional : they should therefore be handled with extreme caution. They can serve to reinforce or invalidate a certain number of questions and assumptions but their overall significance is by no means clear, as will become apparent.

2. *SUMMARY OF THE MAIN TRENDS IN THE DEVELOPMENT OF HIGHER EDUCATION DURING THE SIXTIES*

During the sixties, higher education in the industrialised countries developed within a powerful climate of expansion.

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(1) Classification of education systems of OECD Member countries, Paris, OECD, 1972.

(2) Annual Statistical Review of Education. Paris, OECD, 1974.

The rapid increase in enrolments reflected growing social and individual demands, due mainly to the combined effect of, first the pressure for democratising education and second the labour markets great need for qualified manpower (in particular for people to train the teachers necessary for carrying out the democratisation process). A secondary factor was the impact of the post-war baby-boom on this level of education.

These demands led to vigorous national policies intended to increase the number of places available in the various higher educational systems, but it quickly became apparent that the existing institutional frameworks were not suited to coping with such rapid growth, especially in countries where secondary education was undergoing a profound democratisation process affecting both its internal structures and the opportunities for higher education. Gradually admission policies became more selective, and directed towards steering the flow of students into particular channels, often with the purpose of relieving universities or certain key university sectors of the pressure of numbers. The means employed varied from country to country. In some cases, restrictive measures (especially *numerus clausus*) were introduced in particular fields of university study : in others, institutions were created or "upgraded" to attract a sufficiently large proportion of the demand.

It is noteworthy that, during the sixties, the enormous increase in enrolments had no adverse effect on the career prospects of graduates. This was on account of the considerable time-lag, varying according to length of study, between the pace at which the numbers of graduates grew and the rate at which the number of new entrants and the student body as a whole increased.

3, *FORECASTS MADE FOR THE SEVENTIES*

The two OECD reports, drawing on forecasts prepared by the planning authorities in each country, concluded that expansion would continue during the present decade although, in most countries, at a considerable slower pace than in the preceding one. The report Development of higher education stated that (1) : "*there are at least three compelling reasons why the growth of enrolments will persist, even if the rate of this growth should in a few cases slow down somewhat*".

The reasons were :

a) the relatively low proportion of the age group then enrolled in higher education ;

b) the still considerable potential, at least in the European countries, for expansion in secondary education ;

c) the wide gap between male and female participation rates in higher education.

The report entitled Towards Mass Higher Education also spoke of a "*slight easing of demand*" for the period 1970/1980 compared with 1960/1970, and considered that "*more than 60 % of this reduction could be imputed to a slower growth rate in the populations of developed countries*" (2).

However, this climate of expansion, considered likely to continue during the seventies with Europe still behind the United States and Japan, has, in the last two or three years, suddenly given way to one of uncertainty as to how the higher education systems in industrialised countries, and particularly the university sector, will develop.

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(1) See pp. 223/4 ; op. cit. p. 2.

(2) See p. 51 ; op. cit. p. 16.

Previously it was the limited number of places available that had seemed to be the main obstacle to satisfying the demand for higher education, which was felt to be in a state of constant growth. Today, on the contrary, trends in student numbers have led observers in several countries to suggest without hesitation that demand might well level off, at least so far as the categories which have contributed mainly (if not exclusively) to expansion up to the beginning of the seventies are concerned.

The aim of this study is to try and clarify what many people see as the beginning of a reversal.

Has the growth in enrolments really come to a halt in most countries ? If this is so, should we interpret it as meaning that the demand for higher education has stabilised, or even diminished ? What has caused this new trend ? What changes in the nature of the student population have taken place ? And finally, does the recent trend contain signs of those new demands for higher education which were supposed to make their gradual appearance as policies for continuing education (adult education, recurrent education et.al.) took shape, and whose significance the second OECD study (1) had already commented upon.

We now turn to examine these questions in more detail.

---

(1) Page 51 ; op. cit. p. 16.

Table 1

COMPARISON OF CERTAIN NATIONAL FORECASTS AND THE EFFECTIVE DEVELOPMENT

(University level : in thousands)

	Base year of forecasts		GROWTH RATE : ANNUAL AVERAGE			OVERALL NUMBERS FORECAST OR ATTAINED (in thousands)		
			1965/70	1970/75 (1)	1975/80	1970	1975 (2)	1980
GERMANY	1966/67	(a)	4.3 %	7.6 % (2)		365.1	527.7	
		(b)	6.6 %	11.2 %		410.1	626.4	
BELGIUM	1967/68	(a)	4.8 %	6.1 % (1)	5.0 %	57.7	77.9	99.4
		(b)	9.6 %	3.6 %			81.0	
DENMARK	1968/69	(a)	9.2 %	5.4 % (2)		53.2	69.3	
		(b)	9.1 %	7.0 %		46.1	60.4	
FRANCE	1964/65	(a)(3)	9.7 %				820.0	
	1971	(a)(4)		3.8 %				
		(b)	9.8 %	3.2 %			765.4 (3)	
ITALY	1966/67	(a)					974.0	
		(b)	10.8 %	7.1 %			873.1	

Table 1 cont'd :

COMPARISON OF CERTAIN NATIONAL FORECASTS AND THE EFFECTIVE DEVELOPMENT

(University level ; in thousands)

NETHERLANDS	1967/68	(a)	8.1 %	6.7 %	3.2 %	95.0	1[illegible]0.0- 120.0	130.0- 145.0
		(b)	9.9 %	2,1 %		103.4	112.5	
UNITED KINGDOM	1962/63	(a)				362.0		558.0-
	1967/68		4.8 %	4,8 %	5.2 %	382.0	433.0	609.0
	Universities)	(b)	6.8 %	2,1 %		258.6	275,6	
	Univ. level)	(b)	8.4 %	3,2 %		312.2	343.3	
	Total		6.7 %	[illegible].9 %		598.9	633.6	
SWEDEN	1968/69	(a)	15.0 %	2.3 %	1.5 %	135.8	152.1	164.6
		(b)	12.8 %	- 3.2 %		122.7	115.0	
JAPAN	1970	(a)		3.7 % (2)	3.7 %		1597.0	1912.0
		(b)		4.3 %		1406.0	1597.3	
UNITED STATES	1968/69	(a)	4.9 %	4.4 %		5960.0	7431.0	
		(b)	6.1 %	3.5 %		5955.0	6598.0	

(a) Forecasts.
(b) Level reached.
(1) In the case of real overall enrolments, the year 1974 was used, alternatively the year for which the most up to date information was available.
(2) Year 1970/74 or the year when the latest information was available.
(3) University-type.
(4) Universities only.

SOURCE : OECD. Op. cit. 1970 : page 223 and 1974 : page 51.

CHAPTER II – BRIEF SUMMARY OF RECENT TRENDS IN HIGHER EDUCATION ENROLMENTS

1. *DEVELOPMENTS CONCERNING TOTAL ENROLMENTS AND NEW ENTRANTS*

In all of the countries under review, except for Sweden, the number of students enrolled in higher education continued to increase between 1970 and 1974 : and this is shown clearly in the relevant tables.

But if it is not yet true, at least for the sector as a whole, that higher education systems have actually stopped growing, it is true that their average annual rate of growth has become much slower in recent years than it was in the sixties : in 5 of the 10 countries considered (Sweden, which has had a negative growth, is not included), the average annual rate of growth is less than half that for 1965/70. On the other hand, in Yugoslavia and especially Germany, the student population is growing faster than in the previous decade when, in fact, these two countries had the lowest rate of growth of post-secondary enrolments.

It is significant however that the growth of enrolments did not suddenly slow down from 1970 : in certain countries (France, Denmark, Sweden, the United Kingdom, Japan) such a trend could be discerned from 1969 or even 1968, whereas in others (Belgium, Italy, the Netherlands, the United States) it did not become really apparent until into 1971.

As has been mentioned, it was already generally expected that there would be slower growth in the seventies but it turned out to be even slower than forecast : this emerges from comparing the rates of growth predicted in certain countries for the period 1970/1975 (or 1970/1980) with those actually recorded for the first 3 or 4 years of the decade. This was not the experience of the sixties, when the number of enrolments forecast usually underestimated the true situation.

Table 1 illustrates this point by comparing the average annual rate of growth and the total university enrolments forecast, with those actually observed, for two periods ; 1965/70 and 1970/75 (or 1970/80). On each occasion the year on which forecasts are based is indicated.

A number of countries are now tending to lower their forecasts for 1980 on the basis of recent developments ; but other factors could also be having an effect, particularly changes in policy, such as, attempts to modify the distribution of enrolments between the university and non-university sectors ; or a reappraisal of budgetary priorities.

The United Kingdom provides a particularly significant example of this trend to reduce enrolment forecasts ; in 1972 it was still thought that there would be 750,000 students enrolled in 1981, but this figure has been successively reduced to 700,000 and 640,000 and now possibly even further to 625,000. In a similar way the United States anticipated in 1971 that enrolments would increase by 4.5 % per year between 1970 and 1980 , but have reduced this predicted rate of growth to 1.5 % in their 1974 forecast (2.3 % if non-degree credit students are included).

Although considerable annual variations make it more difficult to analyse the situation as regards new entrants, the result appears to be much the same as for total enrolments ; the rate of growth has fallen sharply and in certain cases, numbers have actually decreased. Yugoslavia and Germany, however, again show tendency the other way.

2. *EVOLUTIONS IN THE AWARD OF DEGREES*

Notwithstanding this slower growth in enrolments and new entrants the incidence of a high pass rate continues, and in some countries the

Table 2

ANNUAL GROWTH OF ENROLMENTS IN POST-SECONDARY EDUCATION (in %)

	1960/ 65	1965/ 70	1965/ 66	1966/ 67	1967/ 68	1968/ 69	1969/ 70	1970/ 71	1971/ 72	1972/ 73	1973/ 74
GERMANY											
. university type	(4.7)	8.4	7.0	3.2	6.6	6.5	9.1	13.7	15.1	10.6	5.5
. non university type	(5.2)	6.8	1.4	1.7	3.8	7.2	3.3	31.1	-5.2	11.8	16.2
. total post-secondary	(4.8)	7.9	5.8	2.9	6.0	6.8	7.9	17.1	10.6	10.8	7.6
BELGIUM											
. university type	9.4	8.9	10.2	10.0	9.5	7.5	7.9	7.9	3.9	2.1	1.9
. non university type	10.6	13.0	7.3	8.0	16.3	4.7				12.7	
. total post-secondary	10.1	10.8	9.0	9.2	12.3	6.3				6.4	
DENMARK											
. university type	15.7	9.1	11.4	12.5	5.5	7.4	8.7	9.1	8.9	5.0	4.9
. non university type	5.2	5.9	5.5	3.8	18.0	2.0	0.8	5.0	16.6	(2.7)	5.9
. total post-secondary	10.4	7.7	8.8	8.8	10.6	5.0	5.4	7.5	11.9	(4.1)	5.3
FRANCE											
. university type	13.1	9.4	10.0	13.5	15.6	4.6	3.8	6.5	5.1	0.8	(2.1)
. non university type	13.5	6.8	1.0	8.6	10.3	10.4	3.8	8.9	8.2	6.0	(1.6)
. total post-secondary	13.2	8.9	8.4	12.7	14.7	5.5	3.8	6.9	5.6	1.7	(2.0)
ITALY											
. university type	8.5	11.0	12.1	9.7	10.4	12.0	10.8	11.3	(5.8)	(4.5)	
. non university type	5.8	4.8	18.2	0.7	2.4	-0.1	3.5	3.8	(2.1)	8.9	
. total post-secondary	8.4	10.8	12.3	9.4	10.1	11.7	10.7	11.2	(5.7)	4.6	
NETHERLANDS											
. university type	9.6	9.9	10.6	9.3	8.8	10.4	10.4	9.2			
. non university type	5.2	7.4	5.0	9.7	8.5	7.0	6.9	5.7	3.3	4.2	4.3
. total post-secondary	6.9	8.5	7.4	9.5	8.6	8.5	8.5	7.3			

Table 2 cont'd :

ANNUAL GROWTH OF ENROLMENTS IN POST-SECONDARY EDUCATION (in %)

	1960/ 65	1965/ 70	1965/ 66	1966/ 67	1967/ 68	1968/ 69	1969/ 70	1970/ 71	1971/ 72	1972/ 73	1973/ 74
UNITED KINGDOM											
. university type	(7.6)	8.4	14,1	9,8	8.0	5,9	4,3	4.2	2.9	2.6	
. non university type	(9.4)	5.1	8,3	10,7	4.9	-0,3	2.2	0.9	-0.1	0.4	
. total post-secondary	(8.5)	6.7	11.1	10.3	6.4	2.8	3.3	2.6	1.5	1.6	
SWEDEN											
. university type	13.0	12.8	16.9	22.1	18.4	-0.5	8.5	-1.3	-5.0		
. non university type	9.4			7.8	10.0	21.4	11.2	(-19.4)	-1.3		
. total post-secondary	14.2			19.2	15.0	3.0	8.9	-4.7	-4.4		
YUGOSLAVIA											
. university type	1.3	9.2	3.3	6.8	15.0	9.7	11.3	7.7	8.3	11.6	7.2
. non university type	16.7	3.4	9.7	9.6	1.7	-7.2	4.0	9.2	3.4	2.6	15.1
. total post-secondary	5.7	7.1	5.7	7.8	9.8	3.6	8.9	8.2	6.8	8.9	9.5
UNITED STATES											
. university type	8.4	6.1	(6.4)	(6.8)	(5.9)	5.6	5.6	1.6	1.3	1.9	
. non university type	13.3	14.1	(12.3)	(14.4)	(19.3)	18.5	6.6	5.8	3.8	7.2	
. total post-secondary	9.1	7.5	(7.4)	(8.1)	(8.1)	8.0	5.8	2.5	1.8	3.0	(4.5)
JAPAN											
. university type	8.4	8.5	11.7	10.8	9.4	6.7	3.9	4.4	4.1	4.4	
. non university type	12.1	12.3	32.1	20.4	8.7	3.2	-0.05	4.6	4.6	7.6	
. total post-secondary	8.9	9.0	14.2	12.6	9.3	6.1	3.2	4.4	4.2	4.9	

growth in the number of first degrees awarded between 1967/68 and 1972/73 is particularly striking. But in fact, this high rate of growth at the terminal end of higher education merely reflects, with a time-lag which varies according to country and field of study, the flow of new entrants observed in the first half of the sixties. Thus, it is not a surprising development, but nonetheless it does not appear to have been clearly foreseen, in the favourable economic climate of that time, that the problems of overcrowding in higher education would, a few years later, shift to the labour market. It is probable that the requirements for staff to man the expansion of secondary and higher education (a consequence of the population wave and the pressure for democratisation), helped to postpone the moment when the labour market would show signs that it could no longer cope with the number of graduates trying to enter it (1).

Without doubt the labour market can, up to a point, balance the supply and the demand of qualified personnel. In the short run, however, there is a major constant which cannot be avoided : it takes some time for employers, especially in the public sector, to adjust their recruitment policies to the new conditions of the labour market, and for those with advanced qualifications to modify their expectations concerning work and salary. Europe is now going through this transitional phase, which is rendered more difficult by the uncertain economic situation.

A question to be asked is whether such difficulties have had, in return, an adverse effect on the growth rate for new entrants and then on that for all students ? Some indication of the answer should be given in the transfer rate between secondary and higher education.

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(1) In the non-university sector, and especially for those having trained as primary teachers, these signs appeared earlier.

3. *A COMPARISON OF THE EVOLUTION OF UNIVERSITY-TYPE EDUCATION WITH NON-UNIVERSITY TYPE EDUCATION*

The remarks above have concerned the higher education system as a whole, with no attempt to distinguish between university and non-university higher education.

The OECD has classified higher educational systems as follows : University higher education is "*an education of at least 3 or 4 years, for admission to which a secondary school leaving certificate is required and for which a first-level degree is awarded which in turn can lead to advanced level degrees*". Non-university higher education is defined as "*a relatively short education for which a secondary school leaving certificate is not always required and which leads to a diploma of a level below that of the first university degree*" (1).

Obviously this classification covers, at the institutional level, very different situations depending on country, and the achievement of a more satisfactory distribution of students between these two types of higher education has been a major policy goal for many governments over the last twenty years. Any statistical comparison must also be handled with extreme care. The term *non-university higher education* includes a large variety of establishments which differ greatly in many respects, in the level and length of the studies they offer, in their place in the higher education system and in the number of their links with university-type education.

The same OECD report has shown, in a table which we reproduce below, that the higher education systems of the European Member countries of OECD have evolved in a very different if not directly opposing way from those of the non-European Member countries (Canada, the United States, Japan).

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(1) Towards Mass Higher Education, pp. 17/18 ; op. cit, p.16 above. For a more detailed definition of these two categories, see Annex III below.

Table 3

GROWTH OF ENROLMENTS IN UNIVERSITY AND NON-UNIVERSITY TYPE HIGHER EDUCATION

(in %)

	1960/65		1965/70		1960/70	
	Europ. countries	Non Europ. countries (1)	Europ. countries	Non Europ. countries (1)	Europ. countries	Non Europ. countries (1)
University type	8.9	8.6	8.5	6.1	8.7	7.3
Non univ. type	9.5	11.9	5.6	11.5	7.3	11.7

Throughout the sixties the student population of the non-European countries increased more quickly in the non-university sector than the university one. The European countries, on the other hand, only experienced a similar trend in the early sixties and then in a less clearcut way ; but from 1965/70 the growth of the university sector was much more rapid (at least for two thirds of the countries concerned).

What is the most up-to-date situation in the eleven countries our analysis deals with ?

In the United States, the number of students enrolled in 2-year institutions, has continued to grow noticeably in the last few years, particularly if non-degree credit enrolment is included ; this trend contrasts with the very small increase (less than 5 %) in the university or 4-year institution population since 1970/71.

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(1) Australia excluded.

Since 1970 the non-degree credit students in the 2-year institutions have increased in a spectacular fashion ; whereas in 1970 they formed little more than a quarter of total enrolments, in 1972 they represented a third. We will examine the significance of this trend later.

The non-university sector is also expanding more quickly in Japan.

In the European countries between 1965 and 1970, the university sector generally tended to expand more quickly than the non-university one. However this trend has now been reversed : in certain countries (Belgium, France, the Netherlands and Sweden) the non-university sector is still growing whereas the university one is relatively stable. This is also true for the United Kingdom (1), at least for universities in the strict sense. The continuous development of university-type higher education is due entirely to the rapid increase in the number of students taking courses leading to an advanced degree in institutions other than universities, usually polytechnics (8.1 % per year on average from 1970/73). In Denmark and in Germany, the two sectors are developing at a similar pace, and the only country in which the university sector is continuing to grow more quickly than the non-university is Yugoslavia.

Is this evolution of the non-university sector to be ascribed to the reorganisation of higher education, or is it a sign that the choices made by students are in the process of changing ? The latter view would imply that we are witnessing a development related to the demand for an increase in the supply of places available. But the change could also result from a new distribution of secondary school leavers between the various kinds of certificates (general and technical), and could mean that students are beginning, of their own accord, to turn towards the non-university sector because of the relatively unfavourable university graduate labour market.

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(1) If we exclude the Open University.

It is hardly possible in such general terms to decide which alternative is the most likely : to do this would require a more detailed analysis of the nature of the student population and the changes it is undergoing particularly its distribution according to sex, age, school background and choice of studies.

4. *THE COMPARATIVE EVOLUTION OF MALE AND FEMALE ENROLMENTS*

As forecast on the basis of figures apparent during the sixties (1), maintaining a strong rate of growth in female enrolments was essential to the continuation of overall growth in the early seventies (see Table 4).

It could even be said that in certain countries it was only the growth in female enrolments which prevented an overall decline in absolute terms ; this emerges very clearly when we consider the new entrants for the university and non-university sectors in the United Kingdom, and is also true for the university sector in Belgium and the Netherlands. And it applies to a lesser extent in the non-university sector of the United States, Japan and Yugoslavia, where overall growth rates are tending to level out while those for female students are still rising.

Although growth rates for female students are on an upwards trend everywhere, the actual rate of growth is clearly slower in countries where female participation began at a higher point. In the United States female participation is close to 50 % ; in Denmark, France, Italy and Yugoslavia it is now over 40 %, having been about a third in 1965. And in Germany, the Netherlands, and Japan, it went from about a quarter to a third between 1965 and 1973.

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(1) See in particular Development of Higher Education, *p. 224 ; op. cit. p. 2.*

Table 4

PERCENTAGE OF FEMALE STUDENTS

Country	Year	University type	Non University type	Total post-secondary
GERMANY				
	1960	20.8	6.3	17.1
	1965	28.8	5.4	23.6
	1970	34.5	14.8	30.7
	1974	34.8	21.6	32.1
BELGIUM				
	1960	19.1	37.0	26.4
	1965	23.9	45.0	32.8
	1969	27.7	46.2	35.4
	1974	32.6	51.2 (1)	39.9 (1)
DENMARK				
	1960	24.3	33.4	30.5
	1965	30.3	38.9	34.0
	1970	31.9	43.1	36.5
	1973	33.3	(51.9)	(40.8)
UNITED KINGDOM				
	1960	21.8		
	1965	25.2	34.6 (2)	30.2 (2)
	1970	27.2	39.6	33.2
	1973	29.9	41.6	35.3
YUGOSLAVIA				
	1960	28.7	29.9	29.0
	1965	32.6	35.2	33.5
	1970	38.4	41.7	39.4
	1974	40.1	42.8	40.9

(1) 1973/74.
(2) 1966/67.

Table 4 cont'd :

PERCENTAGE OF FEMALE STUDENTS

Country	Year	University type	Non university type	Total post-secondary
FRANCE	1960	44.9	(24.5)	(37.1)
	1965	45.9	34.1	42.4
	1971	49.0	(38.5)	(45.7)
	1972		(40.5)	
ITALY	1960	(27.6)	(44.9)	(28.3)
	1965	37.1	46.5	37.4
	1970	37.8	46.9	38.1
	1973	38.5		
NETHERLANDS (full-time)	1960	18.6	(30.6)	(26.5)
	1965	19.0	32.9	27.3
	1970	21.6	36.3	29.6
	1974	28.6		
SWEDEN	1960	(37.9)		
	1965	40.4		
	1970	40.5		
	1972	41.9		
UNITED STATES	1960	42.1	40.0	41.6
	1965	43.5	39.8	42.5
	1970	45.9	42.6	44.7
	1973	47.7	45.9	47.0
JAPAN	1960	14.7	70.0	25.9
	1965	17.7	79.1	32.7
	1970	18.6	84.4	36.8
	1972	21.0	86.3	38.9

If we consider only the university sector, Japan and the Netherlands have a significantly lower proportion of female students than the other countries as was also the case in 1965.

5. *THE INFLUENCE OF DEMOGRAPHIC PATTERNS ON DECLINING GROWTH*

Demographic factors (population trends concerning the age-group eligible for admission to higher education) are often held responsible for the declining growth rates in enrolments. This argument had already been used to explain the slight decrease in growth rates observed in several countries towards the end of the sixties. And indeed, in seven of the eleven under consideration - Japan, Sweden, Denmark, the Netherlands, the United Kingdom, France and Italy - the population of the age group corresponding to post-secondary education has in fact declined between 1970 and 1975 (see Table 5).

In Belgium the relevant age grouping has remained relatively stable and in the United States growth is now much slower.

In other words this tends to confirm that slower growth in total enrolments can be partly explained by demographic factors.

The same however does not appear to be true for new entrants. The following graphs (1) show that the decline in population of the age group corresponding to post-secondary education took place before 1970 (usually between 1965 and 1969) and that for eight of the countries covered (Japan, Sweden and Yugoslavia excluded) this population remained stable, or even increased, between 1970 and 1975. So, demographic factors cannot be said to have influenced the number of new entrants one way or the other.

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(1) These graphs are expressed as an index (1970 = 100) and show the relative population changes for the age group eligible for admission to higher education ; they are based on the annual statistical series for births registered in each country n years before, it being reasonable to assume that fluctuations in the age group will reflect broadly those observed at the time of birth.

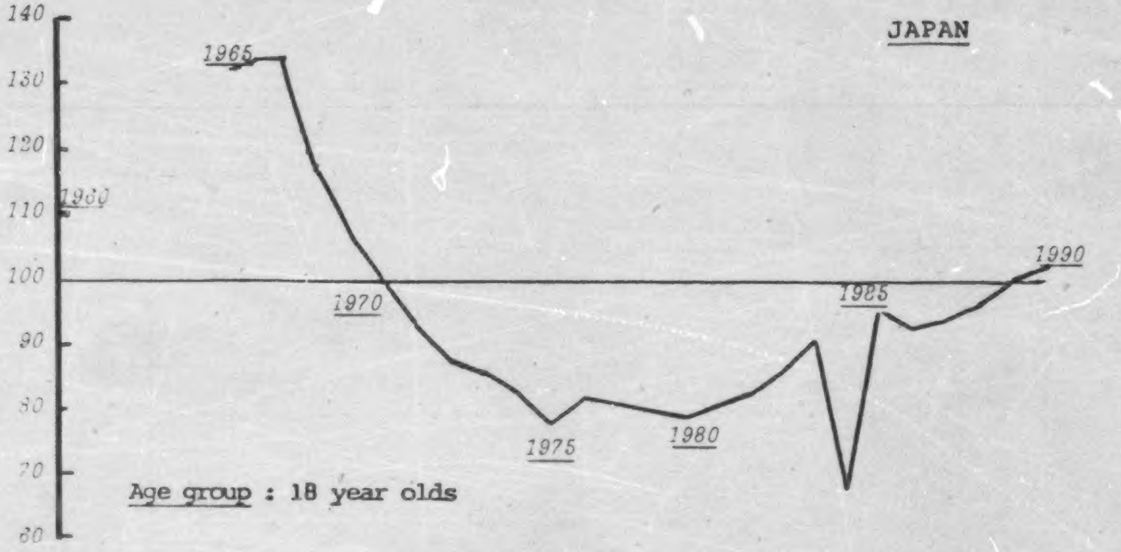
Table 5

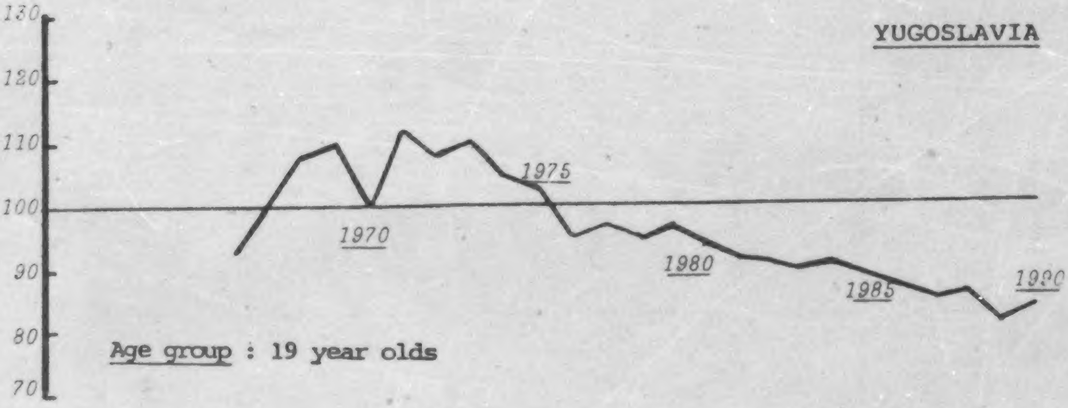
DEVELOPMENT IN THE SIZE OF THE AGE COHORT REACHING HIGHER EDUCATION LEVELS : 1965/1980

COUNTRY	AGE GROUP	POPULATION IN THOUSANDS				GROWTH RATE : ANNUAL AVERAGE		
		1965	1970	1975	1980	1965/70	1970/75	1975/80
Germany	20-25	5,306	4,438	4,830	5,288	- 3.5	+ 1.7	+ 1.8
Belgium	18-23	716	869	876	923	+ 3.9	+ 0.2	+ 1.1
Denmark	20-24	365	420	372	365	+ 2.9	- 2.4	- 0.4
United States	18-23	17,756	20,770	23,695	25,426	+ 3.2	+ 2.7	+ 1.4
France	18-23	3,765	5,160	4,950	4,965	+ 6.5	- 0.8	+ 0.1
Italy	19-25	5,386	5,659	5,575	5,691	+ 1.0	- 0.3	+ 0.4
Japan	18-22	9,036	11,038	8,277	7,786	+ 4.1	- 5.6	- 1.2
Netherlands	18-24	1,355	1,606	1,552	1,614	+ 3.5	- 0.7	+ 0.8
United Kingdom	18-22	4,077	4,131	3,924	4,437	+ 0.3	- 1.0	+ 2.5
Sweden	20-24	572	666	553	530	+ 3.1	- 3.7	- 0.4

SOURCE : OECD. Demographic change from 1970 to 1985 in the Member Countries of the OECD. Paris, 1974.

CHANGES IN THE SIZE OF THE AGE GROUP REACHING HIGHER EDUCATION LEVELS : BASE YEAR, 1970 (1)





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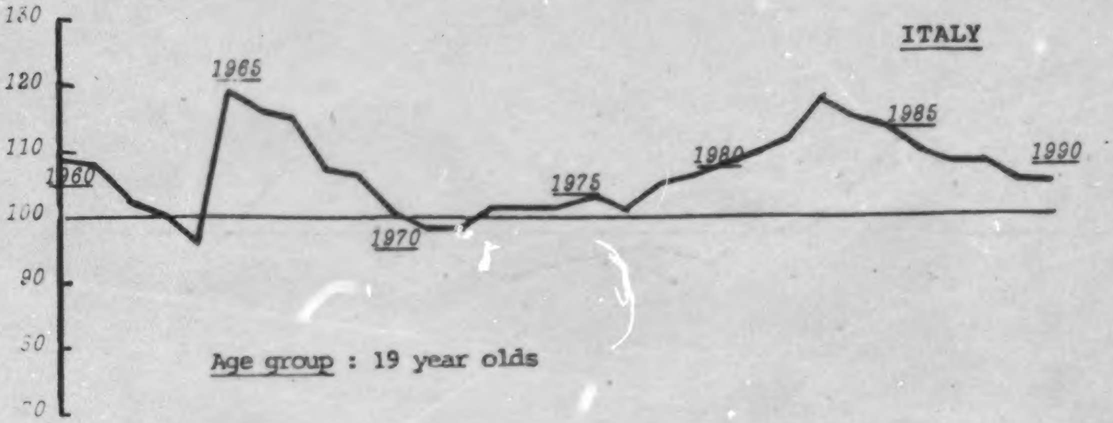
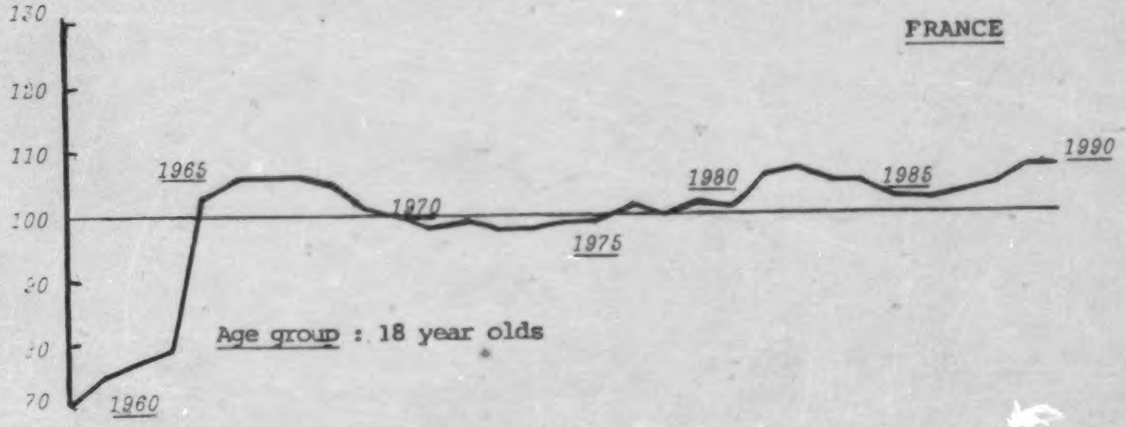
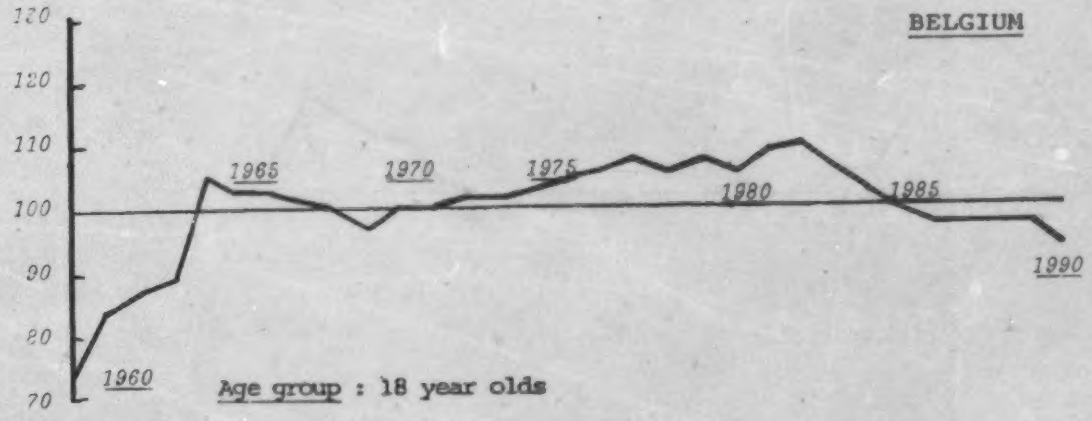
(1) Based on the annual change noted in live births n years previously.

CHANGES IN THE SIZE OF THE AGE GROUP REACHING HIGHER EDUCATION LEVELS : BASE YEAR, 1970 (1)







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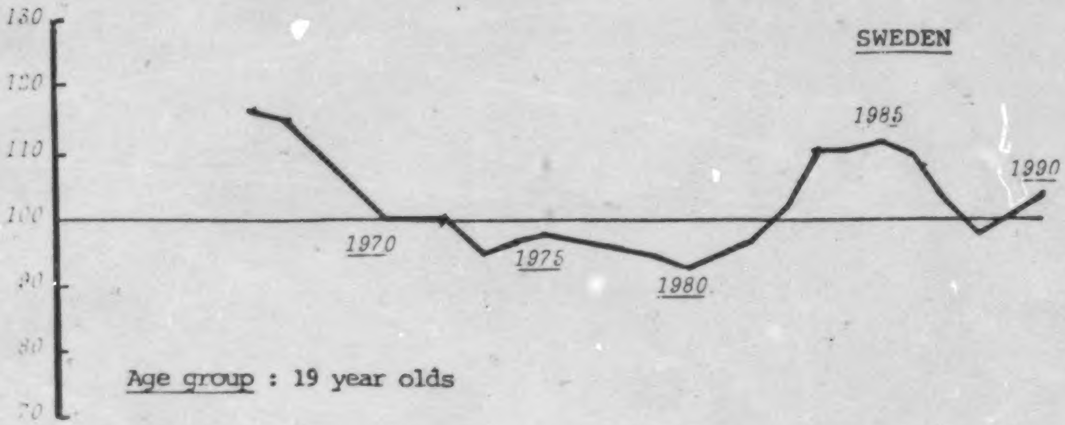
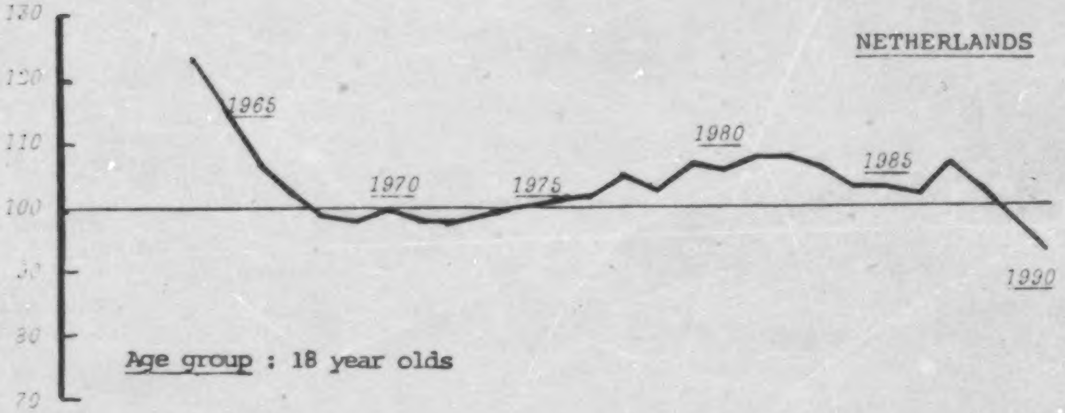
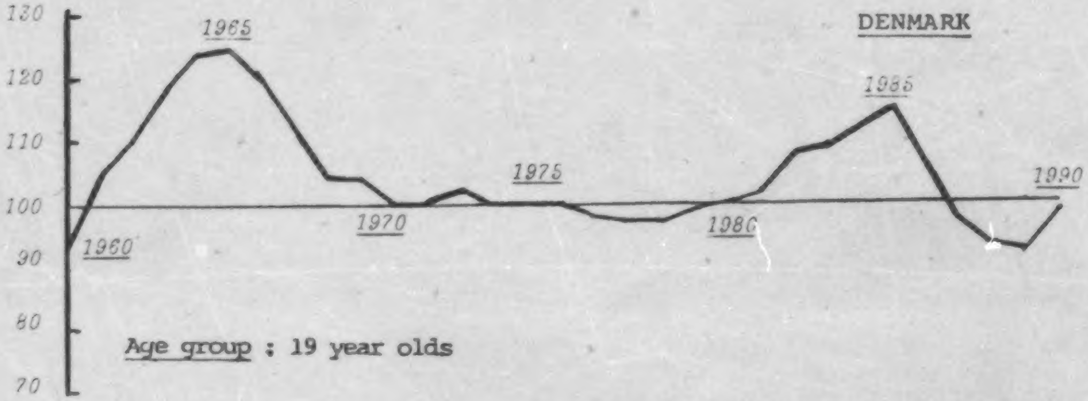
(1) Based on the annual change noted in live births n years previously.

CHANGES IN THE SIZE OF THE AGE GROUP REACHING HIGHER EDUCATION LEVELS ; BASE YEAR, 1970 (1)







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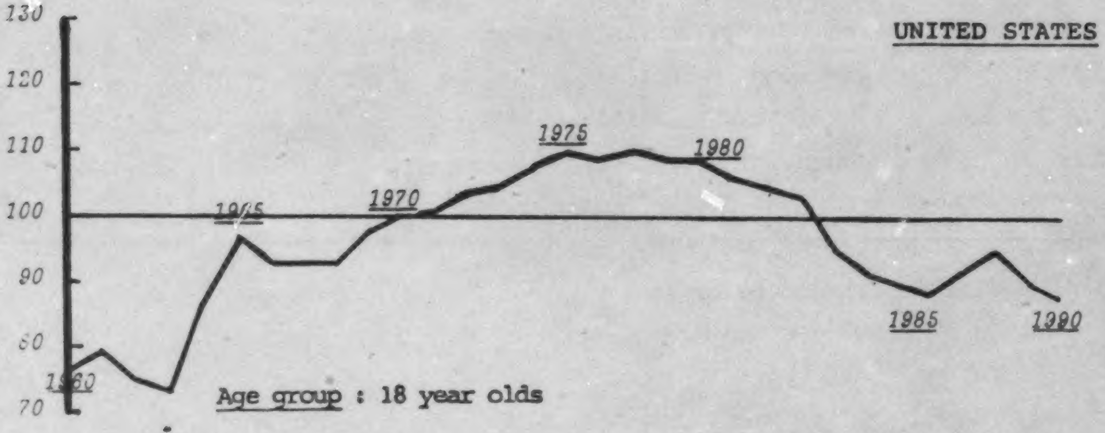
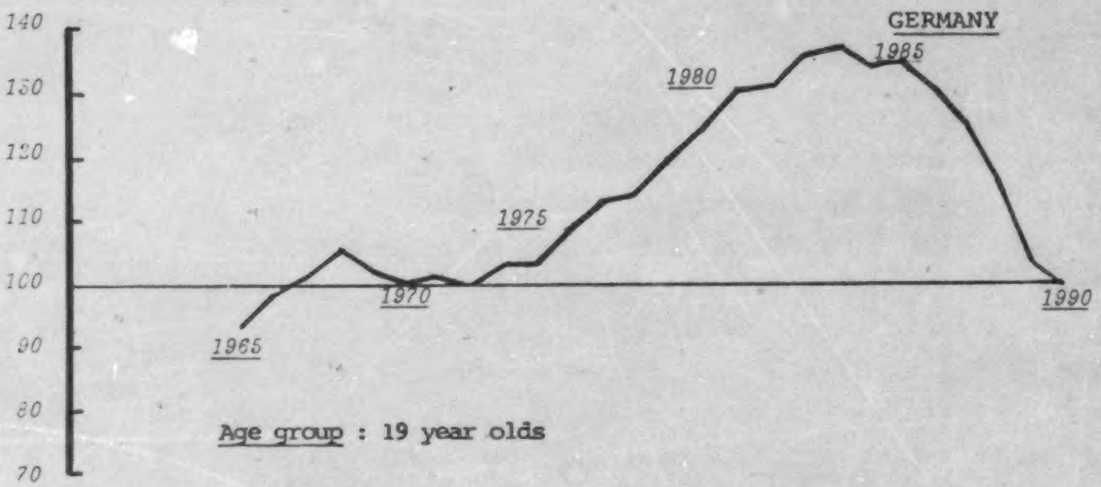
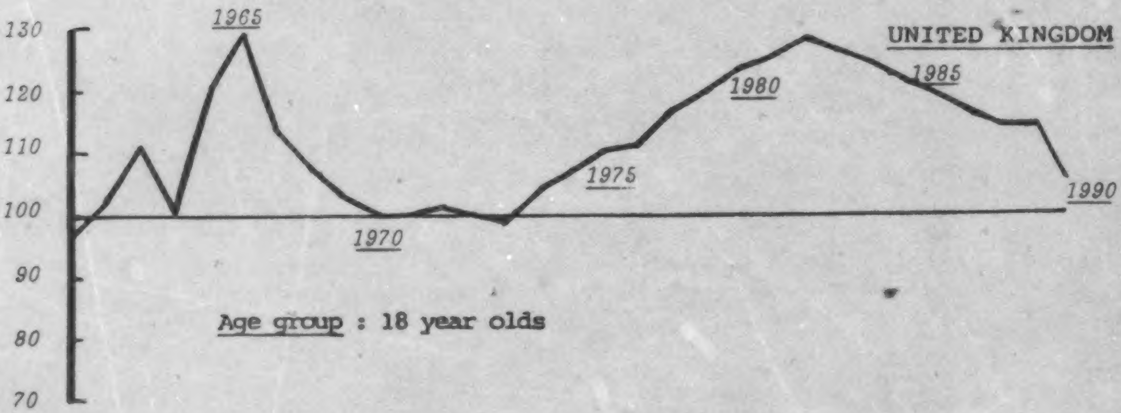
(1) *Based on the annual change noted in live births n years previously.*

CHANGES IN THE SIZE OF THE AGE GROUP REACHING HIGHER EDUCATION LEVELS : BASE YEAR, 1970 (1)







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(1) *Based on the annual change noted in live births n years previously.*

In a longer term perspective, it is interesting to note that the lower birth-rate recorded in most industrialised countries from the middle of the sixties will, all things being equal, begin to have an increasingly negative effect on the development of higher education from about 1982 to 1985. But on the other hand, in the United Kingdom, Germany and Italy, population trends could potentially increase enrolments between 1975 and 1985 ; and the same should apply to Denmark and Sweden between 1980 and 1985.

These indications, of course, are only valid to the extent that enrolments will continue, as in the past, to be concerned with young students, just out of secondary education. This is no longer the case in the United States and Sweden and is a point we shall return to later.

Table 6 shows, for the early seventies, trends in rates of admission (1) to higher education, expressed as a percentage of the eligible population. In some countries, particularly Belgium, the Netherlands, the United Kingdom and Italy, the relatively slow growth in numbers of new entrants is reflected in the rates of admission : in these countries the proportion of the age-group entering higher education has not varied very much. On the other hand, two countries with a different demographic pattern, Sweden and the United States, have experienced a perceptible decline in rates of admission from 1970 onwards. Finally, Germany and especially Japan have, in the same period, experienced a rapid growth in their rates of admission. Japan, although still characterized by an extremely severe process of selection for entrance into its most prestigious institutions, is now almost at the point of educating one person in three at this level, against one in six less than ten years ago.

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(1) *i.e. the relationship between the number of new entrants and the average size of the population of the year of age of the majority of new entrants.*

Table 6

PROPORTION OF AGE GROUP ENTERING HIGHER EDUCATION, BY YEAR

Country	Age group	University level					Total in higher education				
		65	70	72	73	74	65	70	72	73	74
GERMANY	20-22	8.3 %	11.2 %	14.3 %			11.6 %	15.3 %	19.5 %		
German nationals		7.7 %	10.7 %	12.6 %	15.0 %		10.8 %	14.6 %	18.2 %	20.4 %	
BELGIUM	18-20	9.6 %	13.0 %	12.5 %	12.3 %	12.3 %	21.8 %				
DENMARK	19-21	8.7 %	11.5 %	11.0 %	11.1 %	11.1 %					
FRANCE	18-20	11.6 %	13.8 %	18.2 %	18.6 %	18.8 %	14.8 %	19.2 %	24.6 %	25.9 %	
ITALY	19-21						14.8 %	27.9 %			29.2 %
NETHERLANDS	17-20	5.4 %	8.3 %			8.0 %	12.8 %	18.3 %			
SWEDEN	19-20	13.0 %	23.1 %	20.0 %			15.3 %	26.2 %	22.8 %		
UNITED KINGDOM	18-19	6.8 %	10.6 %	11.2 %	11.5 %		12.4 %	20.3 %	21 3 %	21.4 %	
Home students in universities			7.8 %	7.9 %	8.2 %	8.2 %					
UNITED STATES	18	27.8 %	31.2 %	27.1 %	26.7 %		38.5 %	49.4 %	44.3 %	43.6 %	
JAPAN	18-19	13.3 %	17.1 %	21.4 %			17.6 %	23.6 %	29.4 %		

6. *CHANGES IN THE CHOICE OF FIELD OF STUDY*

In most countries, the declining growth in enrolments varied considerably according to field of study. The dominant trends of 1950/1965 (1) were much less obvious by the beginning of the seventies and, now, in certain cases, are even showing signs of moving in the opposite direction.

During the 1950/1965 period, there was a slight decline in the number of students enrolled in technology; this is now sharper, however, except in Germany, Sweden, Japan and, for the non-university sector, France.

These years also saw a very marked increase in the proportion of students enrolled in social sciences and humanities (noted at the time) which no longer holds for half the countries considered in this survey, i.e. Germany, Denmark and the United States for both fields of study, and France, Yugoslavia and Japan for social sciences; however, Belgium, Italy and the Netherlands have even recorded a fall in the relative position of the social sciences.

It was clear that medical sciences and law were tending to lose ground between 1950 and 1965, but this trend has now been reversed, with the exception of Denmark for both fields and the Netherlands and Yugoslavia for medical sciences.

The same period saw a slight increase in the proportion of students enrolled in the pure sciences, but this is now relatively stable with even some reduction, except in Germany, Denmark and Japan.

It is possible that these changes in student distribution could be

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(1) See in particular Development of Higher Education, Analytical Report, pp. 122/154 ; op. cit. p. 2.

caused, either by developments in the attitude and career expectations of new entrants related to different qualifications, or by changes concerning secondary school certificates, which are tending to restrict concentration in various fields of study, or by alterations in conditions of access.

CHAPTER III - ANALYSIS OF FACTORS GOVERNING THE RECENT DEVELOPMENT OF HIGHER EDUCATION SYSTEMS

1. *THE PROBLEM IN GENERAL*

Earlier forecasts concerning the expansion of higher education in Europe were mainly based on the idea that the proportion of the age group finishing secondary education would gradually reach that already attained by the United States and Japan.

A number of European countries also introduced policies governing access and the award of places, which attempted to steer the expansion of higher education more towards diversification.

And finally, it is not possible to disregard the possible impact of experiments in *éducation permanente* (i.e. strategies for recurrent education, life-long education, et. al.).

2. *INCIDENCE OF THE DEVELOPMENT OF SECONDARY EDUCATION*

In theory, the effect of the development of secondary education can be measured quantitatively by means of two indicators :

1° the evolution in the relation between the number of secondary education certificates giving access to higher education and the corresponding age group (see Table 7).

2° the transfer rate of these certificate holders to one of the two sectors of higher education (see Table 8).

Table 7

CHANGE IN THE NUMBERS OF QUALIFIED SCHOOL LEAVERS

			Numbers of qualified school leavers (in 000's)					Percentage of age group				
			64/65	69/70	71/72	72/73	73/74	64/65	69/70	71/72	72/73	73/74
UNITED KINGDOM	I	M	54.9	59.2	62.8	62.6		12.7%	15.2%	15.7%	15.6%	
		F	35.5	44.7	49.0	50.8		8.6%	11.9%	13.0%	13.5%	
		T	90.4	103.9	111.8	113.4		10.7%	13.6%	14.4%	14.6%	
	II	M	84.5	91.3	99.3	101.3		19.6%	23.5%	24.8%	25.3%	
		F	74.1	85.9	93.8	95.7		18.0%	22.8%	24.8%	25.4%	
		T	158.6	177.2	193.1	197.0		18.8%	23.1%	24.8%	25.3%	
UNITED STATES	II	M	1,314	1,433	1,490	1,501	1,537 *	69.2%	78.3%	74.9%	73.4%	74.7% *
		F	1,351	1,463	1,516	1,536	1,558 *	73.3%	82.4%	78.2%	77.4%	77.9% *
		T	2,665	2,896	3,006	3,037	3,095 *	71.2%	80.3%	76.6%	75.3%	76.3%
JAPAN	II	M	597.7	714.9	660.1			51.6%	75.2%	76.4%		
		F	562.4	688.0	658.4			49.5%	73.2%	78.0%		
		T	1160.1	1402.9	1318.5			50.6%	74.2%	77.1%		
FRANCE	I	M		79.1	83.3	85.1	86.5		18.3%	19.8%	20.4%	20.7%
		F		88.2	100.9	106.1	112.2		21.2%	24.8%	26.3%	27.7%
		T	96.9	167.3	184.2	191.2	198.7	12.6%	19.7%	22.3%	23.3%	24.1%
of which "general baccalauréat"			96.9	138.7	147.4	150.3	153.4	12.6%	16.3%	17.8%	18.3%	18.6%
	II	M		82.3	86.0	87.0			19.0%	20.5%	20.8%	
		F		92.2	104.4	107.7			22.2%	25.7%	26.5%	
		T		174.5	190.4	194.7			20.6%	23.0%	23.7%	
ITALY	I	M										
		F										
		T	161.8	221.0	252.9	255.0	260.6		27.3%	32.6%	32.6%	33.0%
NETHERLANDS	I	M	13.4	21.1	27.3	25.0		11.2%	18.6%	23.9%	21.8%	
		F	9.3	15.7	20.3	18.6		8.1%	14.5%	18.7%	17.0%	
		T	22.7	36.8	47.6	43.6		9.7%	16.6%	21.4%	19.4%	

Table 7 cont'd :

CHANGE IN THE NUMBERS OF QUALIFIED SCHOOL LEAVERS

			Numbers of qualified school leavers (in 000's)					Percentage of age group				
			64/65	69/70	71/72	72/73	73/74	64/65	69/70	71/72	72/73	73/74
SWEDEN	I	M	13.5	16.6	16.5	15.4		20.1%	27.7%	28.7%	27.4%	
		F	10.8	14.4	12.7	11.8		16.8%	24.9%	22,9%	21.8%	
		T	24.3	31.0	29.2	27.2		18.5%	26.3%	25.9%	24.6%	
	II	M	13.9	23.1	25.8	23.8		20.7%	38.5%	44.0%	42.3%	
		F	11.3	21.2	22.1	21.2		17.6%	36.7%	38.3%	39.2%	
		T	25.2	44.4	47.9	45.0		19.1%	37.7%	42.5%	40.8%	
GERMANY	I	M	32.9	50.5		58.3		8.9%	12.3%		14.0%	
		F	17.6	33.0		43.6		5.1%	8.4%		10.7%	
		T	50.5	83.5	99.6	101.9		7.0%	10.4%		12,3%	
	II	M		53.4		90.8			13.0%		21.7%	
		F		34.5		52.9			8.8%		13.0%	
		T		87.9	129.5	143.7	161.0		11,0%		17,4%	19.0%
BELGIUM	I	M	12.3	14.0	16.9	16.5	16.4		19,2%		22,0%	21.7%
		F	7.2	10.4	13.2	13.4	12.8		14.9%		18,6%	17.5%
		T	19.5	24.4	30.1	29.9	29.2		17,1%		20.1%	19.6%
	II	M	23.2		25.8	26.6	27.6	33.1%			35.5%	36.5%
		F	18.1		23.2	23.8	24.5	26.9%			33.1%	33.6%
		T	41.3		49.0	50.4	52.1	30.1%			34.3%	35.0%
DENMARK	I	M	5.0	6.4	7.5	8.0		11,1%	16.6%		20.7%	
		F	4.0	5.8	7.4	7.9		9,5%	15,9%		21.7%	
		T	9.0	12.2	14.9	15.9		10.3%	16.3%		21.2%	

* *Estimated*

Table 8

TRANSFER RATIOS TO HIGHER EDUCATION

(as percentage of all qualified school leavers of the previous year)

	Male				Female				Total			
	1965	1970	1973	1974	1965	1970	1973	1974	1965	1970	1973	1974
University type												
GERMANY (universities)	108.8	100.4	101.9		63.1	51.8	62.2		92.9	81.2	84.9	
BELGIUM	73.2 (4)	82.1	70.3	71.9	48.6 (4)	54.8	50.0	52.3	64.1 (4)	70.5	61.2	63.4
DENMARK	94.0		100.0		60.0		54.4		78.9	80.3	76.7	
FRANCE (universities)											81.1	79.2
ITALY									78.3	84,6	85.5	(88.4)
NETHERLANDS	76.1	68.2			25.8	25.5			55.5	50.0		35.3
UNITED KINGDOM	93.3 (1)	95.4	94.7 (2)		57.5 (1)	56.8	59.7 (2)		79.2 (1)	78.8	79.1 (2)	
of which universities	75.8 (1)	75.2	72.0 (2)		48.2 (1)	47.2	46.7 (2)		64.8 (1)	63.1	60.9 (2)	
SWEDEN	76.6	97.0	82.4 (2)	79.0 (3)	64.5	76.0	65.2 (2)	73.7 (3)	71.2	87.2	74.7 (2)	76.7 (3)
YUGOSLAVIA					n. a.							
UNITED STATES	44.7	42.5	37.6	37.5	33.5	35.4	33.3	33.4	39.1	38.9	35.4	35.4
JAPAN	34.4	37.9	40.5 (2)		7.9	9.0	12.0 (2)		21.5	23.7	28.5 (2)	

Table 8 cont'd :

TRANSFER RATIOS TO HIGHER EDUCATION

(as percentage of all qualified school leavers of the previous year)

	Male				Female				Total			
	1965	1970	1973	1974	1965	1970	1973	1974	1965	1970	1973	1974
Higher education (overall)												
UNITED KINGDOM	95.0(1)	99.2	91.6		76.5	76.5	76.8		86.4	88.2	84.4	
SWEDEN									80.7	68.8	(57.4)(2)	(53.5)(3)
UNITED STATES	63.1	68.6	62.3	62.0	45.3	54.4	53.5		54.1	61.5	57.9	57.8
JAPAN	37.2	40.7	47.9(2)		19.2	24.6	30.6(2)		28.5	32.8	39.3(2)	

(1) 1967.
(2) 1972.
(3) 1973.
(4) 1966.

Here again the most recent information shows that the situation in the European countries is very different from that in the non-European ones.

In Japan, the number of secondary school-leavers in relation to the age group concerned increased rapidly from 1965 to 1970 and is still rising ; indeed it has now caught up with that of the United States. The rate of transfer, too, is growing significantly. In other words, their slower growth rate of higher education is due mainly to a smaller population of university age.

Over the last three years however, the situation in the United States has been exactly the opposite : a slight decrease in the percentage of the age group finishing secondary school and a lower rate of transfer to university education, the transfer rate to the non-university sector remaining more or less the same. Only an increase in population therefore has prevented a fall in the number of new entrants from 1970 onwards.

In the European countries, the situation is less clearcut and probably reflects the considerable differences in development policies for secondary education pursued by each country. It should be noted that most of the available data covers only certificates of general secondary education, which means that the analysis which follows is mainly concerned with access to university.

The beginning of the seventies witnessed slower growth, or sometimes no growth at all, in the number of general secondary education school leavers, the stream which normally leads on to university. This is particularly true of Belgium, France, Sweden and the United Kingdom. It is necessary however to include the new diplomas, introduced by a number of countries in the sixties as part of their efforts to broaden the admission requirements for higher education generally and, subject to certain conditions, for the university sector in particular. There are, for example, the *baccalauréat de technicien* in France, the *Fachhochschulreife* in Germany, the *Højere forberedelseseksamen* in Denmark and the new diplomas related to the 1965 reform in Sweden. When these new diplomas are taken into account the growth in secondary school leaving rates appears more clearly but is still far below that of the non-European OECD Member countries. Indeed, even if certificate holders from technical secondary education are included, few European countries have leaving rates of more than 30 %. Sweden appears to be the best placed, with 40 %, but even this has to compare with 75 % in the United States and Japan.

This recent levelling off in leaving rates for general secondary education appears, since 1970, to have been combined with a general decline in transfer rates to the university sector (1).

As transfer rates were fairly high to begin with, this decline, also recorded between 1955 and 1965, should only have a limited effect, all other factors being equal. But as in reality the population is relatively stable, a fall of 10 % in transfer rates has to be balanced by a corresponding rise in the graduation rate if there are to be more new entrants. However insofar as the conventional general secondary education certificate holder rates are tending to level off, and access to university-type education for new kinds of certificate holder is still fairly limited, the slower growth in new entrants is in direct correlation to the lower transfer rates.

These transfer rates badly need to be analysed in terms of the social background of school leavers, so as to enable us see what social groups are affected by the fall, but unfortunately to do so would be outside the scope of this present study.

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(1) *It should be noted, however, that these are "apparent" rates, obtained only by relating the number of new university entrants to the number of secondary school certificate holders from the preceding school year, a method the limitations of which are all too clear.*

In the case of certain countries the analysis of the decline in transfer rates can be improved upon by studying trends reflecting the school background of new entrants, and the final destination of secondary education certificate holders (see Tables 9 and 10).

A perusal of these tables indicates that for several countries the general certificates awarded at the end to secondary school education carry less weight than previously, particularly so in Denmark, Sweden and the Netherlands. For some countries the figures also tend to confirm that there has been a fall in the transfer of students with certain kinds of the certificate which have traditionally produced very high transfer rates to university education.

This applies very clearly to the United Kingdom between 1965 and 1973 : the transfer rate to the universities of students with two A-levels or over, decreased between 1965 and 1972, and again in 1973. During the same period, however, the percentage of certificate-holders opting for other forms of post-secondary education (excluding the teacher training colleges) has been growing, although not fast enough to make up for the relative unpopularity of the universities. For certificate-holders who traditionally have had little if any hope of gaining admission to post-secondary education, a higher transfer rate was recorded between 1965 and 1972, but this trend does not seem to continue in 1973 (1).

Obviously it is important to find out what has been causing these trends. So far as leaving rates are concerned the only way to identify whether or not the trend is merely a reflection of a special situation, (i.e. that a temporary ceiling has been reached) or something more profound would be to undertake a detailed analysis of student flows within secondary education, a task beyond the terms of reference of the present study.

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(1) It should be noted, however, that this transfer rate only measures the decisions of school leavers immediately after they left secondary education : some of them will probably intend to transfer later.

Table 9(a)

FLOW OF QUALIFIED SCHOOL LEAVERS : ENGLAND AND WALES

(as percentage of the total of certificates in each group)

DESTINATION OF SCH.LEAVERS	NUMBER AND LEVEL OF CERTIFICATES						
	0 level		A level				
	under 5	5 and over	1	2	3	4 and over	total 2 and over
1. **Universities**							
1965	-	0.3	1.7	22.9	67.2	86.7	53.2
1972	-	0.2	0.8	14.1	58.1	78.9	45.3
1973	0.1	0.2	0.6	14.0	56.3	72.3	43.3
2. **Colleges of Education**							
1965	0.3	8.6	34.0	25.1	8.2	2.3	13.7
1972	0.2	6.4	29.0	21.9	7.8	3.6	12.3
1973	0.1	6.0	23.3	20.3	7.4	1.8	11.2
3. **Other full-time post-secondary education**							
1965	17.8	21.4	20.9	23.6	11.8	5.7	15.5
1972	21.2	27.3	26.8	27.7	15.2	7.1	18.5
1973	15.6	27.3	25.3	27.9	15.5	10.1	19.2
(of which further educ.)							
1965	0.2 *	0.5 *	5.0 *	9.8 *	7.1 *	4.0 *	7.8 *
1972	0.8	2.1	12.0	17.6	10.3	4.7	12.2
1973	0.1	0.5	6.5	11.1	6.8	5.3	8.1
(of which degree courses)							
1972	(0.0)	(0.1)	(1.7)	(7.9)	(6.1)	(2.6)	(6.3)
1973	(0.0)	(0.2)	(1.7)	(8.6)	(6.2)	(4.8)	(6.8)
4. **Total** : 1 + 2 + 3							
1965	18.1	30.3	56.6	71.6	87.2	94.7	82.4
1972	21.4	33.9	56.6	63.7	81.1	89.6	76.1
1973	15.8	33.5	49.2	62.2	79.2	84.2	73.7
5. **Other destinations (1)**							
1965	81.9	69.7	43.4	28.4	12.8	5.3	17.6
1972	78.6	66.1	43.4	36.3	18.9	10.4	23.9
1973	84.2	66.5	50.8	37.8	20.8	15.8	26.3
6. **Total** 1965	100.0	100.0	100.0	100.0	100.0	100.0	100.0
1972	100.0	100.0	100.0	100.0	100.0	100.0	100.0
1973	100.0	100.0	100.0	100.0	100.0	100.0	100.0

* *Estimated*

(1) Under other destinations are included part-time students in Further Education.

SOURCE : Department of Education and Science. Statistics of Education. Vol. 2, school leavers. London, HMSO, 1971, 1972, 1973.

Table 9(b)

FLOW OF QUALIFIED SCHOOL LEAVERS : SWEDEN

Destination	Total of Gymnasielinje leavers
(1) Universities or higher education with selective entry	
1970	10.0
1971	11.0
1972	9.0
(2) Universities or higher education without selective entry	
1970	20.0
1971	12.0
1972	10.0
(3) Other post-secondary educ.	
1970	18.0
1971	20.0
1972	17.0
(4) Total (1) + (2) + (3)	
1970	48.0
1971	43.0
1972	36.0
(5) Other destination	
1970	52.0
1971	57.0
1972	64.0
(6) Total	
1970	100.0
1971	100.0
1972	100.0

SOURCE : Statistika Centralbyrån. Högskolesstatistik 1. Stockholm, 1975.

Table 9(c)

FLOW OF QUALIFIED SCHOOL LEAVERS : FRANCE

(as percentage of school leavers age category)

Destination of school leavers	General Baccalaureat	Technical Baccalaureat
(1) Universities		
1973	53.3	13.5
(2) Preparing entry to "Grandes Ecoles"		
1973	12.1	0.3
(3) University Technological Institutes		
1973	6.4	14.0
(4) Higher Technician train.		
1973	6.4	18.1
(5) Total (1)+(2)+(3)+(4)		
1973	78.2	45.9
(6) Other destinations		
1973	21.8	54.1
(7) Total 1973	100.0	100.0

SOURCE : Ministère de l'Education. Service d'Informations Economiques et Statistiques. Tableaux des Enseignements et de la Formation. Paris, 1975.

FLOW OF QUALIFIED SCHOOL LEAVERS : GERMANY

(as percentage of qualified leavers)

Destination of qualified school leavers	Abitur holders
(1) Post-secondary education	
1972	89.7
1973	88.4
(2) Other destination	
1972	4.2
1973	7.0
(3) Unknown destination	
1972	6.1
1973	4.6
(4) Total	
1972	100.0
1973	100.0

SOURCE : Bundesministerium für Bildung und Wissenschaft. Bildung im Zahlenspiegel. Bonn, 1974.

Table 10

SCHOOL BACKGROUND OF NEW ENTRANTS

(as percentage of total number of new entrants)

NETHERLANDS	Grammar School+HBS (higher vocational colleges)			Other secondary school leaving certificates		Total
New entrants to univ. type ed.						
1960/61	89.3			10.7		100.0
1965/66	91.9			8.1		100.0
1970/71	86.0			14.0		100.0
1971/72	84.6			15.4		100.0

FRANCE	General Baccal.	Technical Baccal.	Technicians' Certificates	Certificates in Commercial Studies and related cert.	Other cert.	Total
New entrants to:						
- higher techn. training						
1972/73	46.7	37.9	8.9	6.5		100.0
1973/74	48.4	37.4	5.1	9.1		100.0
- IUT's						
1971/72	(55.5)	(44.5)			(4.8)	100.0
1973/74	60.6	32.6	1.1		5.7(1)	100.0
- preparatory classes to "Grandes Ecoles"						
1972/73	99.3	0.5	0.1	0.1		100.0
1973/74	99.2	0.6	0.1	0.1		100.0
- universities						
1959/60	97.5	Baccalaureat equivalents 2.5				100.0
1973/74 (2)	93.6	Technic. baccalaureat 6.4				100.0

(1) *Including 1.3 % of baccalaureat holders or equivalent qualification admitted after special examination.*

(2) *New entrants to universities in 1973 holding baccalaureat.*

Table 10 cont'd :

SCHOOL BACKGROUND OF NEW ENTRANTS

(as percentage of total number of new entrants)

BELGIUM	General school leaving certificate				Others	Total
1973/74	94.6				5.4	100.0

ENGLAND & WALES	3 "A" level & +	2 "A" level & +	1 "A" level		Others	Total
New entrants to CNAA degree						
1971/72	41.2	34.4	1.6		22.7	100.0
1972/73	42.3	34.4	1.4		21.9	100.0
1973/74	42.9	35.9	1.8		19.4	100.0

ITALY	Grammar Schools Classical and Modern studies			Other school leaving certificates	Unclassified	Total
New entrants to university level inst.						
1965/66	43.6			53.5	2.9	100.0
1972/73	36.9			59.7	3.4	100.0

DENMARK			Studententeksamen	Højere forberedelseseksamen	Others	Total
New entrants to university level inst.						
1965/66			92.8	---	7.2	100.0
1973/74			74.4	7.7	17.9	100.0
			82.1			
New entrants to non-univ. level inst.						
1973/74 *			48.0	16.6	35.4	100.0
			64.6			
New entrants to teknika only				Technic.		
1969/70			3.5	96.0	0.5	100.0

* *Involves 80 % of new entrants to non-university level institutions.*

SCHOOL BACKGROUND OF NEW ENTRANTS

(as percentage of total number of new entrants)

SWEDEN	Classic. & modern Grammar School	Technical & commercial Grammar School	Other qualif. secondary school leavers	Other entrants under 25/5 system	Others	Total
New entrants to university type inst.				(included under others)		
1964/65	90.3	4.7	1.5		3.5	100.0
1966/67	85.6	10.2	1.2		3.0	100.0
1968/69	75.6	15.2	0.9		8.3	100.0
1969/70 *	70.9	11.8	1.1	8.3	7.8	100.0
1970/71 *	70.9	10.7	1.6	10.5	6.3	100.0
1971/72 *	69.4	9.7	3.1	11.9	5.9	100.0

GERMANY	"Reifeprüfung"			Certific. awarded by profess. school	Others	Total
	Classic. & modern Grammar School	Other Grammar School	Total			
New entrants to university type inst. **						
1960/61	...	...	97.9	0.8	1.3	100.0
1965/66	82.1	11.9	94.0	1.8	4.2	100.0
	Grammar School	Evening classes	Total	Other general "Hochschulreife"	Professionally oriented "Hochschulreife"	Total
1971/72	76.4	2.8	79.2	20.8		100.0
Total number of students in "Fachhochschulen"	Hochschulreife	Grammar School leavers	Successful Professional School leavers	Others		Total
1971/72	11.3	52.8	25.3	10.6		100.0

* *Introduced by the new reform of 1965.*
** *Including Art Colleges.*

Table 10

SOURCES :

. Netherlands : Centraal Bureau voor de Statistiek : Statistiek van het wetenschappelijk Onderwijs. Gravenhague, Staatsvitgeverij.

. France : Ministère de l'Education. Service d'Informations Economiques et Statistiques. Tableaux des Enseignements et de la Formation. Paris, 1975.

. Belgium : Service de Programmation de la Politique Scientifique. L'Enseignement Universitaire en Belgique. Statistiques de Base. Bruxelles, avril 1975.

. England and Wales : Department of Education and Science. Statistics of Education. Vol. 3. Further Education. London, HMSO.

. Italy : Instituto Centrale de Statistica. Annuario Statistico Italiano. Rome.

. Denmark : Undervisningministeriet. De Videregående Uddanelser. Copenhagen.

. Sweden : Statistika Centralbyrån. Högskolestatistik 1. Stockholm, 1975.

. Germany : Statistisches Bundesamt. Grosse Hochsschulstatistik. Wiesbaden.

The fall in the transfer rate could be due to secondary education certificate-holders showing less interest in pursuing their studies, to a more restrictive admissions policy or, in the case of transfer to university-type education to a reorientation of these certificate-holders towards the non-university sector in line with current policies for diversification, or to a combination of these three factors.

The view that general secondary education certificate-holders are less drawn to higher education could, in some countries at any rate, be supported by the following arguments, although the effect is probably cumulative rather than the result of any one single factor.

- the decline in the growth rate of new entrants in the early seventies should be set against the high pace of growth in the number of higher education graduates towards the end of the sixties and in the early seventies. The difficulties experienced by the labour market - sectorial or general according to country - in trying to absorb these degree-holders could have discouraged secondary education certificate-holders from opting for higher education at this time ;

- the economic crisis currently affecting the industrialised countries could, at least initially, have accentuated this weakening desire to enter higher education. On the other hand, if the crisis continues, it is not impossible that at a later stage the effect in some countries will be to encourage secondary school certificate-holders to return to higher education, indeed even to enable a new clientele, up until now not eligible for this type of education, to gain admission. For example this might happen if the unemployment rate of these certificate-holders were to appear much higher than that of other school leavers (particularly those with special or technical qualifications) or, alternatively if the lack of jobs corresponding to their expectations should cause a number of women to fall back on higher education or a complementary course of study. Higher education would thus assume and/or strengthen its parking function.

- more generally the increasingly critical attitude of young people towards the educational establishment should not be neglected. It may well have led some of them to lose interest during their secondary education and refuse, for the time being or more permanently to enter higher education.

3. *THE INCIDENCE OF ADMISSION POLICIES*

Measures restricting admission to university-type education have been introduced by a number of countries over the last few years, but they have been aimed more at limiting the number of places available in certain disciplines than at restricting access to university in general. Germany, the Netherlands, Sweden and, more recently, France, are the best examples of these new policies, and other countries, such as Belgium and Denmark, are contemplating similar measures for the future.

There are many reasons for this : the desire to balance the potential number of graduates with the estimated requirements for qualified personnel in specific fields, the need to prevent teaching conditions from deteriorating given the number of places available in the short or long term, or limitations on budgetary increases through controlling expansion in the most costly fields of study. However, it is now generally recognised that such measures have only passed over to the sectors where admission is unrestricted, the very problems of overcrowding they were intended to solve (1). It is also relevant that lower transfer rates exist in countries which have as yet introduced no kind of restrictive policy, for example, the university sectors in Belgium and Denmark.

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(1) A detailed analysis of the results of these policies can be found in Towards Mass Higher Education, Study 2 : "Access to post- secondary education and the course of studies". Paris, OECD, 1974.

UNITED KINGDOM

RATIO OF ADMISSIONS TO APPLICATIONS

(as percentage of all applicants)

	70/71	71/72	72/73	73/74	74/75
UNITED KINGDOM (1)					
Universities					
M	...	...	...	...	56.4
F	...	...	...	...	59.6
T	55.2	53.1	54.4	54.9	57.5

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(1) SOURCE : Universities Central Council on Admissions. Twelfth report 1973/1974, tables 1 & 3. London, 1975.

Moreover, in countries with traditionally limited access to universities - such as the United Kingdom and the United States - admission requirements appear to have been eased, giving the impression that the trend of the sixties has been reversed. In the United Kingdom for example, the relation between the number of candidates registered by the Universities Central Council on Admissions (UCCA) and the number of new entrants noticeably improved between 1971 and 1974 (see Table 11). As the Council has pointed out this increase in the rate of admission should be related to the smaller number of candidates since 1971 and to the concern of universities with matching the number of their admissions and the number of places available in the current quinquennium. Again, the relationship between the number of candidates and the number of secondary school leavers having two A-levels or over appears to be diminishing, which would tend to corroborate the hypothesis that transfer rates are lower more because students are less interested in going to university, than on account of more stringent selection procedures.

This general easing of admission requirements is also to be found in Japan, even though transfer rates there, in contrast to the European countries, increased between 1970 and 1972 ; in this instance it is probable that it is connected with the significantly smaller population in Japan of eligible age for admission to higher education.

In practice of course, higher educational institutions do have some room for manoeuvre in their admission of students, but the form that this takes is dependent on whether their selection is at entry or during the course of study. In the former case, the relevant trends can be traced through changes in the relation between the initial number of applicants and the total finally accepted. In the latter, they can be seen through changes in the pass rate during the first year or so of study.

It would be interesting therefore to analyze if a stable or diminishing intake of new students in certain countries or in specific fields of study, corresponded to an improvement in the internal pass rate. For this, however, we would need to know how far the places available were occupied, to allow for the nature of current teaching methods, and to take into account the relevant financial arrangements by specifying how far the income of institutions was linked to the size of their student body.

It should not be forgotten that some countries have combined, or intend to combine, a more restrictive admissions policy for general secondary education certificate-holders with a more liberal attitude to applicants who do not have the usual formal requirements; and in some instances this policy has given rise to measures of direct encouragement or even, on occasion, positive discrimination.

The 25/4 scheme in Sweden is a striking example, for it enables individuals over 25 years old and with at least 4 years professional experience to enter higher education. And Sweden's more general reform of higher education, adopted in 1975, aims at facilitating admission to higher education for new social groups by defining requirements and selection procedures which go beyond academic qualifications and allow for various other aptitudes.

The current plans for restructuring university education in the Netherlands are also relevant. These are designed to make higher education available to as many young people as possible by shortening and differentiating their courses of study, by introducing positive selection after one year at university, and by encouraging training and refresher courses for those (especially adults) who have reached an equivalent level by means of their professional experience.

Obviously, it is not yet possible to measure the effect of these measures in the period under review.

4. *THE EFFECT OF DIVERSIFICATION POLICIES*

In recent years, a number of policies of diversification have been implemented, and it is interesting to measure their effect on student flows. In the majority of cases they have either led to the creation of new institutions (in France for example the IUT's), to a regrouping of those already existing (the *Gesamthochschulen* in Germany) or internal diversification within established institutions (1). Tables 12 and 13 give some indication of the quantitative developments of these new forms of higher education. It is possible to see straight away that they (and particularly those created in the middle or end of the sixties) have had until now a relatively limited quantitative effect. In 1973, for example, the IUT's registered only 4.1 % of the total student enrolment in French higher education instead of the 21 % envisaged in the 5th National Plan, and the *Gesamthochschulen* in Germany (2) attracted a mere 5 % in 1974.

By contrast, those institutions whose origin or main development was in the fifties, seem to have maintained or strengthened their position. This is particularly true of the American Community Colleges and the Yugoslav *Vise Skole*. It might also be the case with the British Polytechnics where student registrations in 1973/74 were 20 % of the total, bearing in mind that many of the polytechnics, although formally established in the second half of the sixties, were regroupings of institutions already in existence for some time.

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(1) *As another study recently completed by the Institute of Education is concerned with an examination of these developments in detail, this section is limited to a recapitulation of the facts. See : Guy Neave . Patterns of Equality : the influence of new structures in European higher education upon the equality of educational opportunity. Windsor, NFER Publishing Co. (in press).*

(2) *The German "Gesamthochschule"* (comprehensive university) *represents a grouping together of various types of higher educational institutions - traditional universities, technical colleges* (Fachhochschulen) *and teacher training colleges* (Pädagogische Hochschulen). *The component institutions either maintain their autonomy, simply strengthening their cooperation under a common administrative umbrella* (Kooperative Gesamthochschulen) *; or alternatively both their administration and curricula are closely linked* (Integrierte Gesamthochschulen). *The first model is the more common.*

Out of all this, one finds oneself thinking that a judgement on the quantitative impact of these recent creations ought not simply to be postponed until later, or alternatively, if some kinds of diversification (such as the creation of short cycle institutions or the integration of different kinds of higher education under the aegis of one establishement) are only able to work in a particular kind of socio-political environment. It might be that one such environment exists in Denmark where in 1974/75 the two university centres of Roskilde and Aalborg, the Danish equivalent of the *Gesamthochschulen*, established only five years before, have attracted 13.4 % of new entrants to the five university institutions in Denmark.

Another form of diversification not covered in Tables 12 and 13 are diplomas constituting both an intermediate stage in a longer higher educational course of study, and a terminal vocational qualification ; the DEUG (*Diplome d'Etudes Universitaires Générales*) in France and the DHE (Diploma of Higher Education) in the United Kingdom are examples. However, their creation is so recent that their quantitative effect cannot yet be measured.

Running alongside diversification of a structural kind, it is also possible to identify in certain countries the introduction of new types of programme as a result of changes in the composition of the student population. The fast growth since 1970 of non-degree credit students in the United States is an example of this and has to be seen together with the weakening in the rate of growth of degree-credit students (see Table 13).

Sweden appears to be following a similar path ; a significant proportion of Swedish students are now registered for single courses and the reform of 1975 anticipates the promotion of these courses so as to allow anyone interested to further or up-date their education in a particular field to enter into a University.

Table 12

DEVELOPMENTS IN THE STUDENT BODY OF SOME NEW INSTITUTIONS OF HIGHER EDUCATION

	1966	1970	1971	1972	1973	1974
FRANCE		University	Technological	Inst.		
. Enrolments	1,644	24,195	30,080	35,422	38,943	41,949
. % of all enrolments in Higher Education	0.3	3.0	3.5*	3.9	4.1	4.2
. % women	10.9	23.9	24.8	29.0	30.4	
GERMANY			Gesamthochschulen			
. Enrolments			2,916	23,395	33,059	39,310
. % of all enrolments in Higher Education			0.5	3.5	4.5	5.0
. % women			...	...	...	...
ENGLAND AND WALES			Polytechnics			
a) University type						
. Enrolments		37,788	41,238	45,154	47,984	
. % of univ. level enrol.		12.1	12.7	13.5	14.0	
. % women		17.0	18.0	19.1	20.6	
b) Non-university type						
. Enrolments		70,102	70,045	68,993	68,512	
. % of non-univ. level enrolments		24.4	24.2	23.9	23.6	
. % women		16.5	18.3	20.1	21.8	
c) Total polytechnics						
. Enrolments		107,890	111,283	114,147	116,496	131,394
. % of all enrolments in Higher Education		18.0	18.1	18.3	18.4	
. women		16.7	18.2	19.7	21.3	

* *Estimated.*

SOURCES :

. France : Ministère de l'Education. Service d'Informations Economiques et Statistiques. Tableaux des Enseignements et de la Formation. Paris, SIES.

. Germany : Bundesministerium für Bildung und Wissenschaft Informationen. Bildung-Wissenschaft. Bonn, 1975.

. England and Wales : Department of Education and Science. Statistics of Education. Vol. 3. Further Education. London, HMSO.

Table 13

UNITED STATES

COMPARATIVE DEVELOPMENT OF THE STUDENT POPULATION IN "2-YEAR INSTITUTIONS" AND "4-YEAR INSTITUTIONS" : 1960-1973

(annual average growth rate)

	OVERALL NUMBERS		
	60-65	65-70	70-73
4-Year institutions			
- Degree-credit	8.4	6.1	1.6
- Non degree-credit		1.4	6.0
- TOTAL		6.0	1.5
2-Year institutions	13.3	15.0	5.6
- Degree-credit	13.3	15.0	5.6
- Non-degree credit		12.3	21.4
-TOTAL		13.6	9.5

SOURCE : US Department of Health, Education, and Welfare. Education Division. Projections of Educational Statistics to 1983/84. Washington DC, GPO.

5. *THE EFFECT OF ADULT EDUCATION EXPERIMENTS (1)*

Several countries show signs that their student population is becoming more diverse.

- When the age distribution of enrolments and, more significantly, of new entrants is analysed, those engaged in study are seen as slightly older than before in Denmark, the Netherlands, Sweden and the United States. No similar trend, however, is discernible in Belgium, Germany, France or the United Kingdom (see Tables 14 and 15).

- In the United States and Yugoslavia, the percentage of part-time students has increased in the seventies whereas it had tended to decline during the sixties (see Table 16). In the United Kingdom, on the other hand, except in the case of post-graduate students, full-time enrolments are strengthening their relative position, particularly in the polytechnics (see Table 17). In the other European countries this distinction between full- and part-time students does not exist as such or is not subject to separate statistics. It is known, however, that an increasing proportion of students hold a job.

- Table 18 sets out, for information purposes, and in only three countries, trends in the distribution of new entrants according to how much time elapsed between their leaving secondary education and their entry into higher education.

It would not be wise however to interpret this ageing of the student population as a sign that the higher education system is becoming more open, relatively speaking, to adults : only the United States

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(1) No agreed definition of "adult" exists in the countries under review. For the purposes of this study we have had regard to the most common understanding - those in full-time employment.

Table 14

AGE DISTRIBUTION OF STUDENTS

(as percentage of overall enrolment)

		- 20 year old	20 to 24	25 to 29	30 & +
GERMANY					
.University students	1965	2.6	65.0	32.4	
	1971/72	19.4	49.0	24.1	7.5
BELGIUM					
.University students	1965	34.9	50.8	10.1	4.2
	1970	31.5	55.3	9.6	3.6
	1974	32.2	53.6	10.2	4.0
DENMARK					
.University students	1965	14.3	59.0	26.7	
	1973 (1)	5.7	48.2	46.1	
.Total post-secondary	1965	13.3	63.0	23.7	
	1973 (2)	4.6	52.6	42.8	
FRANCE					
.University students	1965	22.1	51.9	26.0	
	1970 (3)	22.8	63.2	14.0	
	1973	19.3	52.2	28.5	
.Total post-secondary	1965	30.8	50.7	18.5	
	1970	27.2	61.0	11.8	
NETHERLANDS					
.University students	1964	19.2	51.2	29.6	
	1971	16.0	49.1	24.5	10.4
SWEDEN					
.Total post-secondary	1963	4.3	56.2	39.6	
.University students	1963	3.1	51.8	28.5	16.6
	1967	6.0	56.7	25.1	12.2
	1971	4.6	46.7	32.8	15.9
UNITED KINGDOM					
.Universities (full-time)	1965	36.8	52.1	11.1	
	1973	32.2	53.5	14.3	
.Total post-secondary (full-time)	1965	37.7	49.7	12.6	
	1973	31.6	52.3	16.1	
ENGLAND AND WALES					
. FE univ.full-time	1972	29.9	54.6	15.5	
. FE non-univ.full-time	1972	24.8	52.0	23.2	
UNITED STATES					
.Total post-secondary	1966	44.3	40.4	15.3	
	1972	32.7	39.3	13.5	14.5

(1) Excluding University of Arhus.

(2) Excluding certain non-university level institutions which account for 13 % of all post-secondary enrolments.

(3) Excluding the "Grandes Ecoles", IUT 's and "capacité en droit".

SOURCES : see methodological annex, p. 149.

Table 15

AGE DISTRIBUTION OF NEW ENTRANTS

(as percentage of total)

			18 year olds + under	19 year olds	20 year olds	21 year olds	22 year olds	total 22 year olds + over	23 year olds + over	TOTAL
BELGIUM										
.Univ.students	1974	M	58.7	23.3	8.7	3.7	1.7	96.1	3.9	100.0
		F	75.7	14.6	4.4	1.5	1.0	97.2	2.8	100.0
		T	64.8	20.2	7.2	2.9	1.4	96.5	3.5	100.0
DENMARK										
.Univ.students	1965	T	16.7	36.6	22.7	9.1	85.1		14.9	100.0
(1)	1973/74	T	3.5	20.2	21.1	12.4	7.3	64.5	35.5	100.0
.Total post-sec. (2)	1973/74		2.0	12.8	18.7	13.9	9.6	57.0	43.0	100.0
NETHERLANDS										
.Univ.students	1964	M	44.1	16.1	8.3	9.8	7.4	85.7	14.3	100.0
		F	41.7	26.0	15.2	5.8	2.9	91.6	8.9	100.0
		T	43.7	17.9	9.5	9.1	6.6	86.8	13.2	100.0
	1971/72	M	34.1	21.1	10.0	8.1	6.3	79.6	20.4	100.0
		F	36.9	25.0	11.1	4.9	4.3	82.2	17.8	100.0
		T	34.8	22.0	10.3	7.3	5.8	80.2	19.8	100.0

Table 15 cont'd :

AGE DISTRIBUTION OF NEW ENTRANTS

(as percentage of total)

		18 year olds + under	19 year olds	20 year olds	21 year olds	22 year olds	total 22 year olds + over	23 year olds + over	TOTAL
UNITED KINGDOM									
.Univ.students	1965 M	44.5	34.4	8.5					
	1965 F	56.3	30.2	5.6	12.6				100.0
	1965 T	47.9	40.9	7.7	7.9				100.0
					11.2				100.0
									100.0
.Universities full-time	1972/ 73 M	42.4	31.4	9.4	16.8				100.0
	F	51.5	29.5	7.7	11.3				100.0
	T	45.5	30.7	8.8	15.0				100.0
.C.N.A.A. 1st degree	1972/ 73 M	24.3	28.5	15.1	7.9	5.4	81.2	18.8	100.0
	F	39.4	32.5	10.9	4.6	2.8	90.2	9.8	100.0
	T	27.4	29.3	14.3	7.2	4.9	83.1	16.9	100.0
.full-time only	T	28.6	33.3	15.2	6.6	4.2	87.9	12.1	100.0
SWEDEN									
.Univ.students	1962/ 63 M	15.3		46.2			38.5		100.0
	F	26.9		51.4			21.7		100.0
	T	20.1		48.3			31,6		100.0

Table 15 cont'd :

AGE DISTRIBUTION OF NEW ENTRANTS

(as percentage of total)

		18 year olds + under	19 year olds	20 year olds	21 year olds	22 year olds	total 22 year olds + over	23 year olds + over	TOTAL
SWEDEN									
.Univ.students	1966/67 M	16.3		45.6		38.1			100.0
	F	26.7		49.0		24.3			100.0
	T	20.6		47.0		32.4			100.0
	1971/72 M	27.4		27.3		45.3			100.0
	F	31.5		26.0		42.5			100.0
	T	29.0		26.8		44.2			100.0
UNITED STATES	1964/66 M	64.0	12.5	4.8	2.3	2.6	86.2	13.8	100.0
	F	73.8	10.5	3.5	1.8	1.5	91.1	8.9	100.0
	T	68.3	11.6	4.2	2.1	2.1	88.3	11.7	100.0
	1972/73 M	60.0	12.7	4.1	3.2	2.7	82.8	17.2	100.0
	F	67.4	8.0	3.0	2.1	2.6	83.1	16.9	100.0
	T	63.5	10.4	3.6	2.7	2.7	82.9	17.1	100.0
FRANCE									
Universities	1973/74 T	32.0	25.7	16.4	7.8	4.1	86.0	14.0	100.0
	1973/74 T	25.7	34.5	21.7	11.6	4.1	97.6	2.4	100.0

(1)Excluding the University of Århus.

(2)Excluding the University of Århus and certain non university level institutions representing 8.7 % of all new entrants to post-secondary education.

SOURCES :

. United States : US Bureau of the Census. Current Population Reports. Washington, DC, GPO.

. Other countries : see Table 12.

Table 16

PERCENTAGE OF STUDENTS PART-TIME

	1965/66	1970/71	1973/74
• UNITED STATES			
Degree-Credit			
- Univ.type	27.1	26.7	27.9
of which post graduates	63.3	63.2	63.6
- Non univ.type	41.1	46.3	51.9
- Overall total post-sec.	29.2	30.7	33.3
Non degree-credit	56.3	50.6	53.3
• YUGOSLAVIA			
- Univ.type	22.4	18.9	23.8
- Non univ.type	54.0	53.2	57.9
- Overall total post-sec.	34.1	29.5	33.5
• UNITED KINGDOM *			
Univ.type			
Universities			
.undergraduates	3.2	2.7	1.7
.post-graduates	22.2	29.7	30.5
Total universities	7.0	9.0	8.8
Advanced courses F.E.	27.8 (1)	22.1 (2)	18.4
Total university level (3)	9.1	11.2	10.6
Non univ.type			
Advanced courses F.E.	75.3 (1)	65.6	63.4
Total post-second. (3)	34.4	30.3	28.9
Total post-second. (4)	27.0	24.1	22.4

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* *The Open University is excluded from these figures as accurate statistics are not yet readily available. Its first students started their courses in January 1971.*

(1) England and Wales only.

(2) Part-time : England, Wales and Scotland.

(3) Excluding Teacher Training.

(4) Including Teacher Training.

SOURCES :

. United States : US Department of Health, Education, and Welfare. Education Division. Projections of Educational Statistics to 1983/84. Washington, DC, GPO.

. United Kingdom : Department of Education and Science. Statistics of Education. Vol. 3 & 6. Further Education. London, HMSO.

Table 17

ENGLAND AND WALES : FURTHER EDUCATION

(percentage following each type of study)

UNIVERSITY LEVEL	1965/66	1970/71	1973/74
Full-time	52.0	44.2	47.9
Sandwich	20.0	31.6	31.6
Part-time day	12.4	12.5	12.9
Evening	15.6	11.7	7.6
Total	100.0	100.0	100.0
NON-UNIVERSITY LEVEL			
Full-time	16.8	24.4	26.0
Sandwich	7.9	10.7	10.3
Part-time day	42.0	41.8	43.0
Evening	33.3	23.1	20.7
Total	100.0	100.0	100.0
TOTAL UNIVERSITY AND NON-UNIVERSITY LEVEL			
Full-time	21.8	29.0	31.9
Sandwich	9.6	15.5	16.1
Part-time day	37.8	35.0	34.9
Evening	30.8	20.5	17.1
Total	100.0	100.0	100.0

SOURCE : Department of Education and Science. Statistics of Education. Vol. 3. Further Education. London, HMSO.

Table 18

DISTRIBUTION OF NEW ENTRANTS BY THE TIME ELAPSED BETWEEN LEAVING SECONDARY SCHOOL AND ENTRY TO HIGHER EDUCATION

	Years elapsed						
	0	1	2	0 to 2	3 & over	unknown	Total
University-type education							
GERMANY							
1960-61	72.3	16.7	5.7	94.7	4.7	0.6	100.0
1965-66	61.3	10.3	17.2	88.8	7.8	3.4	100.0
1970-71	75.4	11.0	7.6	94.0	5.1	0.9	100.0
DENMARK							
1965-66	68.8	13.1	6.8	88.7	11.3	–	100.0
1973-74 (1)	60.0	13.5	5.7	79.2	16.7	4.1	100.0
SWEDEN							
1962-63 gen.Gram.School	37.8	48.8		86.6	13.4		100.0
and Tech.+ Com.Gr.Sch	26.6	36.7		63.3	36.7		100.0
1965-66	44.8	46.0		90.8	9.2		100.0
	32.0	37.2		69.2	30.8		100.0
1968-69	71.1	20.0		91.1	8.9		100.0
	57.9	28.4		86.3	13.7		100.0
1969-70 Gram.Sch.track	68.3	31.7					100.0
1970-71 Gram.Sch.track	72.7	27.3					00.0
Non-univ.type education							
DENMARK College of Educ							
1965-66	43.0	18.3	20.8	71.3	28.7	--	100.0
1973-74 (2)	22.2	18.7	8.7	49.6	32.1	18.3	100.0

1) excluding the Universities of Århus and Roskilde.

2) Involves 63 % of non-university institutes.

SOURCES :

. Germany : Statistisches Bundesamt. Grosse Hochsschulstatistik. Wiesbaden.
. Denmark : Undervisningsministeriet. De Videregående Uddannelser. Copenhagen.
. Sweden : Statistika Centralbyr°an. Högskolestatistik 1. Stockholm, 1975.

and, very recently, Sweden (1) appear to be moving in this direction. In other countries the higher education system and particularly the university sector, still retains a curriculum, methods and an organizational approach aimed at meeting the educational needs of young peoples, most of whom are just out of school and embarking on full-time courses of study for the first time. In this respect, the diversification policies briefly referred to above have scarcely changed matters, as their primary aim has only been to modify the distribution of this young student population between the various streams available. For example, there is hardly any difference in the age of new entrants between the University of Copenhagen and the University Centre of Roskilde. Similarly, three-quarters of the new entrants enrolled during 1973/74 in the United Kingdom for a CNAA first degree course (2) were under twenty years old, a proportion which differs very little from that recorded in the universities (85 % in 1972/73). The French IUT's present a similar picture - more than 80 % of their first-year students in 1973/74 were 20 years old or less compared with 74 % in the universities.

Nevertheless it is true that, since the beginning of the seventies, most European countries have increased their efforts to provice post-secondary education for adults. However, most of these initiatives, whether because of the kind of institution involved and/or the way the data is collected, fall outside the formal network of higher education which is the subject of this study and we do not therefore discuss them further except to remark that in several countries they back up other more established measures, some of which are organized under the auspices of, or in cooperation with existing higher educational institutions.

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(1) See a recent report of the Swedish Ministry of Education, prepared for the Council of Cultural Cooperation of the Council of Europe : Present situation and trends in tertiary education : ref. C.C.C. ESR (75) 38.

(2) The Council for National Academic Awards (CNAA) is the degree-awarding body of the British polytechnics.

Table 19

NUMBERS ENROLLED IN ADULT EDUCATION AT POST-SECONDARY LEVEL

COUNTRY	TYPE OF EDUCATION	YEAR				
ENGLAND AND WALES	University sponsored adult education	1965/66	1970/71	1971/72	1972/73	
	-Enrolments	137.420	139.038	150.906	153.559	
	of which : . tutorial courses			11.567	10.197	
	. sessional courses			59.349	61.757	
UNITED KINGDOM	Open University	1971	1972	1973	1974	1975
	- Total enrolments					
	. February	24.220	36.690	42.040	45.510	52.200 *
	. April	19.580	31.900	37.920	42.710	
	- New enrolments					
	. provisional	24.220	20.450	16.503	14.475	20.000
	. final	19.580	15.545	12.405	11.317	15.000
	- Degrees awarded					
	. BA	-	903	3.500	4.630 *	
	. BA with honours	-	-	21	500 *	
FRANCE		1965/66	1970/71	1971/72	1972/73	1973/74
	a) "Promotion Sociale" programme Levels I, II and III					
	-tutorial courses	9.490	25.324	16.125	14.761	
	-correspondance courses	1.292 (1)	1.713	842	2.488	
	b) "Promotion sup. du Travail" prog.	24.393 (2)	25.126	44.429	77.081	
	of which levels I, II and III				61.620	
	c) National Centre of Television Education (CNTE) at Vanves					
	-preparation for Higher Technician Diplomas		5.655		6.394	6.540
	-other courses		37.358		40.504	36.734

Table 19 cont'd :

NUMBERS ENROLLED IN ADULT EDUCATION AT POST-SECONDARY LEVEL

COUNTRY	TYPE OF EDUCATION	YEAR				
SWEDEN	Study groups at university level	1964/65	1966/67	1968/69	1973/74	
	- Total enrolments	3,087	6,648	13,000	24,451	
UNITED STATES	Adult education in :	1969	1972			
	- 4-year colleges and universities	2,831,000	3,367,000			
	- 2-year colleges and Technical Institutes	1,550,000	2,561,000			
JAPAN	Correspondence courses organized by :	1965	1970	1971	1972	1973
	- Junior colleges	15,586	37,274	37,825	43,253	43,504
	- Universities and colleges	74,542	96,765	97,983	98,588	92,349

* *Estimated.*
(1) 1967/68.
(2) 1968/69.

SOURCES :

. England and Wales : Department of Education and Science. Statistics of Education. Vol. 3. Furhter Education. London, HMSO.
. United Kingdom : National Report to the Council of Europe.
. France : Ministère de l'Education. Service d'Informations Economiques et Statistiques. Tableaux des Enseignements et de la Formation. Paris, 1975.
. Sweden : Statens Offentliga Utredningar. Distance Education. Summary of a TRU Commission Report. 1975 : 72. Stockholm, 1975.
. United States : US Office of Education. National Center for Educational Statistics. Digest of Educational Statistics, 1974. Washington DC, GPO.
. Japan : Statistical Yearbook of Japan.

Table 19 shows recent enrolment trends in different types of post-secondary training for adults in France, the United Kingdom and the United States, and for students enrolled in correspondence courses in Japan.

The figures for the United States are not easy to interpret, as *adult students* appear to overlap with *non-degree credit students* and *part-time students*. It is interesting however to observe that of 2,831,000 adult students enrolled in 4-year colleges in 1969 (1) :

- 43.2 % were over 35 years old ;
- 56.3 % already held a higher education degree ;
- 26.2 % were teachers outside higher education ;
- 61.6 % wanted credit for their training (2).

In France enrolments for advanced vocational training have been growing very quickly, as a result of the 1971 law on *L'éducation permanente et la formation professionnelle continue*. But the enrolments for advanced level CNTE (3) courses are tending to level-off : and it may be relevant that most of the courses provided at this level are for teachers.

In the United Kingdom, the universities have a long tradition of providing adult education courses of varying duration. In 1972/73 for example, universities in England and Wales catered for 154,000 adult students, including 7,300 in 3-year tutorial courses and 41,700 in 1-year sessional courses. But the main innovation in this area is the Open University whose enrolments have grown, between 1971 and 1975, from 19,580 to 42,710 (these figures refer to final enrolments in April ; see Table 19). In 1974 the Open University awarded more than 5,000 degrees, a significant figure

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(1) These institutions have very few non degree credit students.

(2) US National Center for Educational Statistics : Participation in Adult Education, Final Report 1969 : GPO, 1974.

(3) Centres Nationaux de Télé-Enseignement.

when compared with the total number in the United Kingdom awarded by the universities (50,000 "first" degrees in 1971/72).

A number of other multi-media institutions for teaching at a distance exist elsewhere in Europe, but they are more modest in scale : in Germany DIFF (1) and the new *Fernuniversität* in Hagen ; in France the *Centres de Télé-Enseignement Universitaires* (CTU) ; the TELEAC (*Television Academy*) Foundation in the Netherlands, and some experimental programmes in Sweden.

Other experimental innovations intended to open up higher education to adults are the University Without Walls and Empire State College in the United States, the pilot-University at Vincennes in France, and the advanced training programmes for trades union officials in Belgium. But these initiatives have only had a very limited impact to date, particularly when their enrolments are compared with those of the conventional student population. They are still at an early stage of development however and could play a decisive role in the future of higher education.

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(1) Deutsches Institut für Fernstudien (Tübingen).

CHAPTER IV - CONCLUSIONS

The foregoing analysis of trends has revealed that the declining growth in enrolments and, in certain cases, its stabilization or even fall, has two main causes : first, the proportion of the age-group leaving secondary education qualified to enter higher education is tending to remain stable and, second, the transfer rate between these two educational levels is declining. This is particularly true for male enrolments and for admission to university studies. On the contrary, changes in size of the age-group, have had so far only a very minor influence in most countries ; it is from around 1982/85 that demographic changes will exert an increasingly adverse effect on the development of higher education. We can say therefore that in recent years the main factors which stimulated growth between 1950 and 1970 have lost their effect.

In this situation, early signs of what was thought to be a significant reorientation of higher education systems appear only to have had a marginal impact : we cannot conclude for example, at least from the data, that the student population has become more diverse, for this would have emerged in major changes in the school background of new entrants, and in the age and social status of students, or would have given rise to structural changes. Only the United States, and to a certain extent Sweden, are exceptions to this.

It should be remembered however that for the most part the study has concentrated on student flows as defined by national authorities charged with gathering statistics and that significant experiments in life-long education which have appeared in many countries during the period under review did not yet had much impact.

During the first half of the seventies, therefore, previous growth has levelled off (1) and the forecasts made turned out to be inaccurate.

What is the significance of the present phase ? Should it be seen as a ceiling, as a time for consolidations before a new era of growth ? If this is the case, will new growth be dependent on the same factors as before or will the development of adult and recurrent education gradually take their place, with repercussions on the demands of young people ? We have made some comments below but would emphasize that these are hypothesis rather than observation.

If it is believed that secondary school leaving rates have levelled off and transfer rates have fallen because jobs for higher education graduates are becoming more difficult to find, then it is tempting to view the current stabilization of enrolments as merely being the low point of a cycle : once the labour market has picked up again in the wake of a general economic revival and/or a fall in the graduation rate, so the demand for higher education will increase. This could be supported by the fact that European countries are still some distance away from the participation levels at the end of secondary education that exist in the United States, Japan, Canada and the Soviet Union. In other words, there is still a large potential for growth, as there was in the sixties, and for the same reason, even if from 1982/85 it is likely that demographic changes will act against it. Also, if future candidates for higher education go on setting their career expectations lower, as is now emerging, this too will help enrolments grow.

But it is possible to take a quite different view, that the present situation is a first sign of the extent to which young people have become disenchanted with the current approach to full-time post-

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(1) Except for West Germany which is still expanding at a rate similar to the other countries 5-10 years previously.

secondary education, with its rigid course structures and uninspiring methods of teaching. By contrast there exists a strong potential demand for higher education on the part of the adult population, active or non-active, with a school leaving certificate or not, and possibly once through higher education already. This general demand covers a wide range of motivation and expectation. Meeting it would make up for the missing students from traditional sources, and ensure continued growth, whether inside or outside existing structures. In the medium term it could even bring about the situation where a young student body with no work experience is partly replaced by adults. This would be particularly so if secondary school certificate-holders come to feel that postponing further study for a few years is no longer dangerous for their future.

But chances of such a scenario clearly depend on the admission policies pursued or contemplated in countries themselves. An initial impression suggests that in most of the countries there is pressure from various social groups to broaden the system of post-secondary education so as to provide for large numbers of adults. And at the same time, the longstanding concern to encourage secondary school certificate-holders to opt for non-university type education might be becoming more subject to specific policy directives. Many countries are thinking of introducing general measures, and not just sectorial ones, to restrict access to university education, mainly for budgetary reasons but also because of a lack of balance, visible or expected, between the number of graduates and the ability of the labour market to absorb them. A combination of these two factors should, in theory, help the second of the two scenarios of growth mentioned above to take hold. It would, in particular, accentuate the decline in the transfer rate to university education, and make this a question of conscious policy rather than merely the result of a fall in demand. But policies such as this must not only just be promulgated ; they must also be coordinated with great care : and only Sweden at the moment appears to be trying to evolve a coherent approach, within the framework of a fundamental reform of its education system.

Elsewhere it is likely that post-secondary education will spend the next few years in a trough. Measures for restricting admission to university or even higher education as a whole, will be taken but the strategies for opening post-secondary education systems to adults generally will remain at a fairly rudimentary level, either for political reasons (the difficulty of reconciling contradictory demands from different social groups) or financial ones (difficulties or lack of will in making the necessary financial arrangements).

But the capacity of higher education to adjust to this new situation should not be underestimated. Accustomed to a regular growth in their resources and still with a very young staff, universities are likely to make strenuous efforts to safeguard their level of income and research activities, and to do this they must maintain a sufficient number of students. This suggests that they will try, as some are doing already, to make up for diminishing enrolments from traditional sources by attempting to attract a more varied clientele. There are a number of things they can do, such as making their courses and timetables more flexible, renewing and diversifying teaching methods, collaborating with non-university institutions, endeavouring to meet the particular demands of certain social groups, and so on. And indeed, several of the experiments briefly mentioned in section (5) of the chapter three show that moves in this direction are already getting under way. Thus structural changes and transformations in teaching methods, long recognized as necessary but never thought likely to be introduced while student numbers remained high (1), might get under way in the present climate of slower growth.

Our aim in this paper has only been to study the significance of the recorded figures, and we take no stand therefore on the likelihood or desirability of any of the trends above. What we can say however is that the first half of the seventies presents the analyst of today with considerably more uncertainty than the period 1960/70 did for his predecessor.

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(1) See in particular Development of Higher Education, Analytical Report, p. 229 ; op. cit. p. 2.

Part I

ANNEX I

TABLES BY COUNTRY

BELGIUM

Table I

OVERALL DEVELOPMENTS

		1965/66	1966/67	1967/68	1968/69	1969/70	1970/71	1971/72	1972/73	1973/74	1974/75
ENROLMENTS											
Univ.type	A.	48,800	53,792	59,172	64,779	69,634	75,106	81,024	84,218	86,013	80,980 (1)
	B.		10.2	10.0	9.5	7.5	7.9	7.9	3.9	2.1	1.9 (1)
Non univ.type	A.	35,200	37,759	40,777	47,432	49,650			56,523(2)	63,674(2)	
	B.		7.3	8.0	16.3	4.7				12.7	
Total of Higher educ.	A.	84,000	91,551	99,949	112,211	119,284			140,741	149,687	
	B.		9.0	9.2	12.3	6.3				6.4	
NEW ENTRANTS											
Univ.type	A. (3)	12,300	12,532	13,615	14,755	15,594	17,178	18,559	18,522	18,299	18,538
	B.		1.9	8.6	8.4	5.7	10.1	8.0	-0.2	-1.2	1.3
Non univ.type	A.										
	B.										
Total of Higher educ.	A.										
	B.										
DEGREES AWARDED											
Univ.1st level	A.	4,754	5,031	5,729	6,565	7,413	7,872	8,718	8,613	9,212	
	B.		5.8	13.9	14.6	12.9	6.2	10.7	-1.2	6.9	
Doctorates	A.	210	276	245	332	342	338	451	455	514	
	B.		31.4	-11.2	5.5	3.0	-1.2	33.4	0.1	13.0	

(1) *Excluding Higher Technical Education at the third level : this figure should be compared with 79,477 in 1973/74 ; the growth indices between 1973/74 and 1974/75 have been based on this latter.*

(2) *Excluding Art Education for Flemish speakers : 1,128 students in 1970/71.*

(3) *Excluding Higher Technical Education at the third level.*

A Absolute figures.

B Annual growth rate (in %).

BELGIUM

Table II

ENROLMENTS BY SEX

		1965/66	1966/67	1967/68	1968/69	1969/70	1970/71	1971/72	1972/73	1973/74	1974/75
ENROLMENTS											
Univ.type	M	37,112	40,438	43,752	47,374	50,376	53,623	57,093	58,629	58,837	54,576 (1)
	F	11,688	13,354	15,420	17,405	19,258	21,483	23,931	25,589	27,176	26,404 (1)
	T	48,800	53,792	59,172	64,779	69,634	75,106	81,024	84,218	86,013	80,980 (1)
growth rate (%)	M		9.0	8.2	8.3	6.3	6.4	6.5	2.7	0.4	0.6 (1)
	F		14.2	15.5	12.9	10.6	11.5	11.4	6.9	6.2	4.8 (1)
F in Total/%		23.9	24.8	26.1	26.9	27.7	28.6	29.5	30.4	31.6	32.6 (1)
Non univ.type	M	19,365	20,794	22,377	25,778	26,727			27,945	31,056	
	F	15,835	16,965	18,400	21,654	22,923			28,578	32,618	
	T	35,200	37,759	40,777	47,432	49,650			56,523(2)	63,674(2)	
growth rate (%)	M		7.4	7.6	15.2	3.7				11.1	
	F		7.1	8.5	17.7	5.9				14.1	
F in Total/%		45.0	44.9	45.1	45.7	46.2			50.6	51.2	
Total of higher educ.)	M	56,477	61,232	66,129	73,152	77,103			86,574	89,893	
	F	27,523	30,319	33,820	39,059	42,181			54,167	59,794	
	T	84,000	91,551	99,949	112,211	119,284			140,741	149,687	
growth rate (%)	M		8.4	8.0	10.6	5.4				3.8	
	F		10.2	11.5	15.5	8.0				10.4	
F in Total/%		32.8	33.1	33.8	34.8	35.4			38.5	39.9	

(1) See footnote (1) in Table I : the figures for 1974/75 should be compared with 54,271 men and 25,206 women respectively in 1973/74.

(2) See footnote (2) in Table I.

BELGIUM

Table III

NEW ENTRANTS BY SEX

		1965/66	1966/67	1967/68	1968/69	1969/70	1970/71	1971/72	1972/73	1973/74	1974/75
NEW ENTRANTS											
Univ.type (1)	M	8,780	9,030	9,568	10,267	10,702	11,513	12,285	12,056	11,638	11,811
	F	3,520	3,502	4,047	4,488	4,892	5,665	6,274	6,466	6,661	6,727
	T	12,300	12,532	13,615	14,755	15,594	17,178	18,559	18,522	18,299	18,538
growth rate (%)	M		2.8	5.9	7.3	4.2	7.6	6.7	-1.9	-3.5	1.5
	F		-0.5	15.6	10.9	9.0	15.8	10.7	3.1	3.0	1.0
F in Total/%		28.6	27.9	29.7	30.4	31.4	33.0	33.8	34.9	36.4	36.3
Non univ.type	M										
	F										
	T										
growth rate (%)	M										
	F										
F in Total/%											
Total of higher education	M										
	F										
	T										
growth rate (%)	M										
	F										
F in Total/%											

(1) Excluding Higher Technical Education at the third level.

BELGIUM

Table IV

DISTRIBUTION OF NEW ENTRANTS BY FIELD OF STUDY

		University type						Non university type					
		Absolute figures			%			Absolute figures			%		
		1965/66	1970/71	1974/75	1965/66	1970/71	1974/75	1965/66	1970/71	1972/73	1965/66	1970/71	1972/73
Pure science	M	1,231	1,208	1,325	14.0	10.5	11.2						
	F	562	713	948	16.0	12.6	14.1						
	T	1,793	1,921	2,273	14.6	11.2	12.2						
Archit.	M												
	F												
	T												
Technology	M	1,158	1,114	1,189	13.2	9.7	10.1						
	F	12	39	67	0.3	0.7	1.0						
	T	1,170	1,153	1,256	9.5	6.7	6.8						
Agric.	M	360	754	842	4.1	6.5	7.1						
	F	13	117	192	0.4	2.1	2.8						
	T	373	871	1,034	3.0	5.1	5.6						
Tot.sc. & tech.	M	2,749	3,076	3,356	31.3	26.7	28.4						
	F	587	869	1,207	16.7	15.4	17.9						
	T	3,336	3,945	4,563	27.1	23.0	24.6						
Med.sc.	M	1,790	3,016	3,132	20.4	26.2	26.5						
	F	711	1,501	1,762	20.2	26.5	26.2						
	T	2,501	4,517	4,894	20.3	26.3	26.4						
Humanit	M	1,558	1,308	1,726	17.8	11.4	14.6						
	F	1,488	1,773	2,311	42.3	31.3	34.4						
	T	3,046	3,081	4,037	24.8	17.9	21.8						

BELGIUM

Table IV

DISTRIBUTION OF NEW ENTRANTS BY FIELD OF STUDY (cont'd :)

Educ.	M												
	F												
	T												
Fine Arts	M												
	F												
	T												
Law	M	824	1,519	1,446	9.4	13.2	12.3						
	F	278	710	778	7.9	12.5	11.6						
	T	1,102	2,229	2,224	9.0	13.0	12.0						
Social Sc.	M	1,855	2,594	2,151	21.1	22.5	18.2						
	F	455	812	669	12.9	14.3	9.9						
	T	2,310	3,406	2,820	18.8	19.8	15.2						
Other	M	4			0.0								
	F	1			0.0								
	T	5			0.0								
	M	8,780	11,513	11,811	100	100	100						
	F	3,520	5,665	6,727	100	100	100						
TOTAL	T	12,300	17,178	18,538	100	100	100						

DENMARK

Table I

OVERALL DEVELOPMENTS

		1965/66	1966/67	1967/68	1968/69	1969/70	1970/71	1971/72	1972/73	1973/74	1974/75
ENROLMENTS											
Univ.type	A.	29,859	33,253	37,423	39,497	42,411	46,097	50,300	54,800	57,565	60,381
	B.		11.4	12.5	5.5	7.4	8.7	9.1	8.9	5.0	4.9
Non univ.type	A.	23,366	24,647	25,576	30,200	30,800	31,054	32,600	38,000	39,038*	41,341
	B.		5.5	3.8	18.0	2.0	0.8	[illegible]	16.6	(2.7)	5.9
Total of higher educ.	A.	53,225	57,900	62,999	69,697	73,211	77,151	82,900	92,800	96,603	101,722
	B.		8.8	8.8	10.6	5.0	5.4	7.5	11.9	(4.1)	5.3
NEW ENTRANTS											
Univ.type	A.	7,126	7,033	7,543	8,039	8,565	9,824	10,800	12,000	12,229	12,707
	B.		- 1.3	7.2	6.6	6.5	14.7	9.9	11.1	1.9	3.9
Non univ.type	A.	5,724	6.472				10,700	11,800*	13,700*	13,948	14,604
	B.							(10.3)	(16,1)	(1.8)	4.7
Total of higher educ.	A.	12,850	13,505				20,524	22,600*	25,700*	26,177	27,311
	B.		5.1					(10.1)	(13.7)	(1.9)	6.3
DEGREES AWARDED											
Univ. 1st) level	A.	1,876	1,932	2,143	2,377	2.964	3,305	3,587	3,849		
	B.		3.0	10.9	10.9	24.7	11.5	8.5	7.3)		
Doctorates	A.	56	68	53	62	66	60	59	85		
	B.		21.4	- 22.0	17.0	6.4	- 9.1	- 1.6	44.1		
Non univ.type	A.	5,294	6,049	5,992	7,609	7,754	8,352	9,140			
	B.		14.3	- 0.9	27.0	1.9	7.7	9.4			

* *Estimated.*
A Absolute figures.
B Annual growth rate (in %).

DENMARK

Table II

ENROLMENTS BY SEX

		1965/66	1966/67	1967/68	1968/69	1969/70	1970/71	1971/72	1972/73	1973/74	1974/75
ENROLMENTS											
Univ.type	M	20,822	23,205	25,758	27,279	29,292	31,367	33,800*	36,300*	38,396	
	F	9,037	10,048	11,665	12,218	13,119	14,730	16,500*	18,500*	19,169	
	T	29,859	33,253	37,423	39,497	42,411	46,097	50,300*	54,800*	57,565	60,381
growth rate (%)	M		11.4	11.0	5.9	7.4	7.1	7.8	7.4	5.8	
	F		11.2	16.1	4.7	7.4	12.3	12.0	12.1	3.6	
F in Total/%		30,3	30.2	31.2	30.9	30.9	31.9	32.8	33.8	33.3	
Non univ.type	M	14,281	14,910	15,248	16,600*	17,000*	17,654	18,200*	20,200*	18,763*	
	F	9,085	9,737	10,328	13,600*	13,800*	13,400	14,400*	17,800*	20,275	
	T	23,366	24,647	25,576	30,200*	30,800*	31,054	32,600*	38,000*	39,038*	41,341
growth rate (%)	M		4.4	2.3	8.9	2.4	3.8	3.1	11.0	(- 7.1)	
	F		7.2	6.1	31.7	1.5	- 2.9	7.5	23.6	13.9	
F in Total (%)		38.9	39.5	40.4	45.0	44.8	43.1	44.2	46.8	(51.9)	
Total of higher education	M	35,103	38,115	41,006	43,879	46,292	49,021	52,000*	56,500*	57,159*	
	F	18,122	19,785	21,993	25,818	26,919	28,130	30,900*	36,300*	39,444*	
	T	53,225	57,900	62,999	62,697	73,211	77,151	82,900*	92,800*	96,603*	101,722
growth rate (%)	M		8.6	7.6	7.0	5.5	5.9	6.1	8.6	(1.2)	
	F		9.2	11.2	17.4	4.3	4.5	9.8	17.5	8.7	
F in Total/%		34.0	34.2	34.9	41.2	36.8	36.5	37.3	39.1	(40.8)	

* *Estimated.*

NEW ENTRANTS BY SEX

		1965/66	1966/67	1967/68	1968/69	1969/70	1970/71	1971/72	1972/73	1973/74	1974/75
NEW ENTRANTS											
Univ.type	M	4,678	4,572	5,049	5,282	5,681		6,977*		7,974	
	F	2,448	2,461	2,494	2,757	2,884		3,823*		4,255	
	T	7,126	7,033	7,543	8,039	8,565	9,824	10,800	12,000	12,229	12,707
growth rate (%)	M		- 2.3	10.4	4.6	7.5					
	F		0.5	1.3	10.5	4.6					
F in Total/%		34.3	35.0	33.1	34.3	33.7		(35.4)		34.8	
Non univ.type	M	3,362	3,836					5,971*		7,148	
	F	2,362	2,636					5,829*		6,800	
	T	5,724	6,472				10,700	11,800*	13,700*	13,948	14,604
growth rate (%)	M		14.1								
	F		11.6								
F in Total/%		41.3	40.7					(49.4)		48.7	
Total of higher education	M	8,040	8,408					12,948*		15,122	
	F	4,810	5,097					9,652*		11,055	
	T	12,850	13,505				20,524	22,600*	25,700*	26,177	27,311
growth rate (%)	M		4.6								
	F		6.0								
F in Total/%		37.4	37.7					(42.7)		42.2	

* *Estimated.*

DENMARK

Table IV

DISTRIBUTION OF NEW ENTRANTS BY FIELD OF STUDY

		University type						Non-university type					
		Absolute figures			%			Absolute figures			%		
		1965/66	1971/72	1973/74	1965/66	1971/72	1973/74	1965/66	1971/72	1973/74	1965/66	1971/72	1973/74
Pure science	M	604	1,114	1,419	11.7	15.1	18.8						
	F	166	338	439	6.2	6.4	9.3						
	T	770	1,452	1,858	9.8	12.7	15.1						
Archit.	M	141	619	390	2.7	8.4	5.2						
	F	24	224	137	0.9	5.5	2.9						
	T	165	843	527	2.1	7.4	4.3						
Technology	M	769	912	826	14.9	12.4	10.9	865	1,024	795	25.7	18.1	11.1
	F	33	59	66	1.2	1.5	1.4	0	13	10	0.0	0.2	0.2
	T	802	971	892	10.2	8.5	7.3	865	1,037	805	15.1	9.3	5.6
Agric.	M	250	208	229	4.9	2.8	3.0						
	F	27	78	124	1.0	1.9	2.6						
	T	277	286	353	3.6	2.5	2.9						
Tot.sc. & tech.	M	1,764	2,853	2,864	34.2	38.7	37.9						
	F	250	699	766	9.3	17.3	16.2						
	T	2,014	3,552	3,630	25.7	31.1	29.6						
Med.sc.	M	998	971	819	19.5	13.1	10.8	...	31	484	....	0.5	6.8
	F	518	759	712	19.2	18.8	15.1	...	186	139	....	3.4	2.1
	T	1,516	1,730	1,531	19.3	15.2	12.5	...	217	623	....	1.9	4.5
Humanities	M	981	1,689	1,958	19.0	22.9	25.9	0	219	459	0.0	3.9	6.4
	F	1,192	1,911	2,347	44.3	47.3	49.7	477	1,305	1,668	20.2	23.6	24.5
	T	2,173	3,600	4,305	27.7	31.5	35.1	477	1,524	2,127	8.3	13.6	15.2

DENMARK

Table IV

DISTRIBUTION OF NEW ENTRANTS BY FIELD OF STUDY (cont'd :)

Educ.	M							1,355	2,152	2,676	40.3	38.1	37.4
	F							1,768	3,616	4,198	74.8	65.4	61.7
	T							3,123	5,768	6,874	54.6	51.6	49.3
Fine Arts	M							100	94	114	3.0	1.7	1.6
	F							80	73	91	3.4	1.3	1.3
	T							180	167	205	3.1	1.5	1.5
Law	M	574	556	574	11.1	7.5	7.6						
	F	288	283	314	10.7	7.0	6.7						
	T	862	839	888	11.0	7.3	7.2						
Social Sc.	M	444	1,291	1,333	8.6	17.5	17.6	1,042	2,133	2,620	31.0	37.7	36.7
	F	58	373	573	2.2	9.2	12.1	37	334	694	1.6	6.1	10.2
	T	502	1,664	1,906	6.4	14.6	15.5	1,079	2,467	3,314	18.9	22.1	23.7
Other	M	391 (1)	20 (2)	11	7.6	0.3	0.2						
	F	386 (1)	16 (2)	8	14.3	0.4	0.2						
	T	777 (1)	36 (2)	19	9.9	0.3	0.1						
TOTAL	M	5,152	7,380	7,559	100.0	100.0	100.0	3,362	5,653	7,148	100.0	100.0	100.0
	F	2,692	4,041	4,720	100.0	100.0	100.0	2,362	5,527	6,800	100.0	100.0	100.0
	T	7,844	11,421	12,279	100.0	100.0	100.0	5,724	11,180	13,948	100.0	100.0	100.0

(1) Students who have not yet made the final choice of study.
(2) Students who are enrolled in other disciplines than those indicated here.

FRANCE

Table I

OVERALL DEVELOPMENTS

		1965/66	1966/67	1967/68	1968/69	1969/70	1970/71	1971/72	1972/73	1973/74	1974/75
ENROLMENTS											
Univ.type	A.	433,960	477,318	541,745	626,043	654,388	679,325	723,538	760,289	766,574	782,889 (1)
	B.		10.0	13.5	15.6	4.6	3.8	6.5	5.1	0.8	(2.1)
Non univ.type	A.	90,918	91,840	99,703	110,017	121,427	126,071	137,289	148,514	157,383	159,885*
	B.		1.0	8.6	10.3	10.4	3.8	8.9	8.2	6.0	(1.6)
Total of higher educ.)	A.	524,878	569,158	641,448	736,060	776,200	805,396	860,827	908,803	923,957	942,774*
	B.		8.4	12.7	14.7	5.5	3.8	6.9	5.6	1.7	(2.0)
NEW ENTRANTS											
Univ.type	A.	128,368	133,881	156,301	135,131	123,384	168,234	169,941	152,669*	154,967*	157,447*
	B.		4.3	16.7	- 12.9	- 9.3	36.3	1.0		1.5	1.6
Non univ.type	A.	54,316	54,444	60,807	66,194	63,713	73,579	78,395*	84,216*	81,368*	
	B.		0.2	11.7	8.7	- 3.7	16.5	(6.5)	(7.4)	(- 3.4)	
Total of higher educ.)	A.	182,684	188,325	217,108	202,325	187,097	241,813	248,336*	236,885	236,335*	
	B.		3.1	15.3	- 6.8	- 7.5	29.2	(2.7)		(- 0.2)	
DEGREES AWARDED											
Univ. 1st level)	A.	23,710	31,608	33,927	37,380	35,607	43,226*	52,587			
	B.		33.3	7.3	10.2	- 4.7	21.4	21.6			
Doctorates	A.	2,951	3,465	3,695	3,965	4,859	4,211				
	B.		17.4	6.6	7.3	22.5	- 13.3				
DES+Maîtrise	A.	5,604	7,748	15,033	14,170	18,414	16,727				
	B.		38.2	94.0	- 5.7	29.9	- 9.2				
Non univ. type	A.	14,159	16,565	20,509	17,577	25,559	23,820	23,514*	25,965*		
	B.		17.0	23.8	- 14.3	45.4	7.3	(5.0)	10.4		

** Estimated.*

(1) Enrolment for "Grandes Ecoles" estimated at 80,000 (in 1973 : 79,400 students).

A Absolute figures.

B Annual growth rate (in %).

FRANCE

Table II

ENROLMENTS BY SEX

		1965/66	1966/67	1967/68	1968/69	1969/70	1970/71	1971/72	1972/73	[illegible]	1974/75
ENROLMENTS											
Univ.type	M	254,387	276,971	310,916							
	F	179,573	200,347	230,829							
	T	433,960	477,318	541,745	629,043	654,388	679,325	723,538	760,289	766,574	782,889 (1)
growth rate (%)	M		8.9	12.2							
	F		11.6	15.2							
F in Total/%		41.4	42.0	42.6							
Non univ.type	M	59,052	59,969	65,318	71,248						
	F	31,866	31,871	34,385	38,769						
	T	90,918	91,840	99,703	110,017	121,427	126,071	137,289	148,514	157,382	159,885*
growth rate (%)	M		1.5	8.9	9.1						
	F		0.0	7.9	12.7						
F in Total/%		35.0	34.7	34.5	35.2						
Total of higher educ.)	M	313,439	336,940	376,234							
	F	211,439	232,218	265,214							
	T	524,878	569,158	641,448	736,060	776,200	805,396	860,827	908,803	923,957	942,774*
growth rate (%)	M		7.5	11.7							
	F		9.8	14.2							
F in Total/%		40.3	40.8	41.3							

* *Estimated*

(1) *Enrolment for "Grandes Ecoles" estimated at 80,000 (in 1973 : 79,400 students).*

Table III

NEW ENTRANTS BY SEX

		1965/66	1966/67	1967/68	1968/69	1969/70	1970/71	1971/72	1972/73	1973/74	1974/75
NEW ENTRANTS											
Univ.type	M	69,478	70,301	83,401	73,920	66,304		86,689			
	F	58,890	63,580	72,900	62,211	57,080		83,252			
	T	128,368	133,881	156,301	136,131	123,384	168,234	169,941	152,669 (1)	154,967 (1)	157,447 (1)
growth rate (%)	M		1.2	18.6	- 11.4	- 10.3					
	F		8.0	14.7	- 14.7	- 8.2					
F in Total/%		45.9	47.5	46.6	45.7	46.3		49.0			
Non univ.type	M	35,781	35,709*	39,518*	42,603*	40,772*	44,742*	48,240*	50,103*		
	F	18,535	18,735*	21,289*	23,591*	22,941*	28,837*	30,155*	34,113*		
	T	54,316	54,444	60,807	66,194	63,713	73,579	78,395*	84,216*	81,368*	
growth rate (%)	M		(- 0.2)	(10.7)	(7.8)	(- 4.3)	(9.7)	(7.8)	(3.9)		
	F		(1.1)	(13.6)	(10.8)	(- 2.7)	(25.7)	(4.6)	(13.1)		
F in Total/%		34.1	(34.4)	(35.0)	(35.6)	(36.0)	(39.2)	(38.5)	(40.5)		
Total of higher educ.)	M	105,259	106,010*	122,919*	116,523*	107,076*		134,929			
	F	77,425	82,315*	94,189*	85,802*	80,021*		113,407			
	T	182,684	188,325	217,108	202,325	187,097	241,813	248,336*	236,885*	236,335*	
growth rate (%)	M		(0.7)	(15.9)	(- 5.2)	(- 8.1)					
	F		(6.3)	(14.4)	(- 8.9)	(- 6.7)					
F in Total/%		42.4	(43.7)	(43.4)	(42.4)	(42.8)		(45.7)			

* *Estimated.*

(1) Students enrolled for the first time in the first year, previous figures covered all students enrolled in the first year.

FRANCE

Table IV

DISTRIBUTION OF NEW ENTRANTS BY FIELD OF STUDY

		University type						Non university type					
		Absolute figures			%			Absolute figures			%		
		1965/66	1970/71 (1)	1973/74	1965/66	1970/71	1973/74	1965/66	1970/71 (1)	1973/74	1965/66	1970/71	1973/74
Pure science	M	25,752			37.1								
	F	12,535			21.3								
	T	38,287	27,737	24,303(2)	29.8	16.5	15.7						
Archit.	M												
	F												
	T												
Technology	M							6,944(4)	18,665		19.4(4)	41.7	
	F							3,017(4)	11,362		16.3(4)	39.4	
	T							9,961(4)	30,027	43,917	18.3(4)	40.8	54.0
Agric.	M												
	F												
	T												
Tot.sc. & tech.	M												
	F												
	T												
Med.sc.	M	12,200			17.6								
	F	7,100			12.1								
	T	19,300	30,355	32,505(2)	15.0	18.0	21.0						
Humanities	M	14,196			20.4								
	F	30,890			52.4								
	T	45,086	68,151	55,533(2)	35.1	40.5	35.8						

FRANCE | **Table IV**

DISTRIBUTION OF NEW ENTRANTS BY FIELD OF STUDY (cont'd :)

Educ.	M							4,465	5,581x		12.5	12.5	
	F							5,533	6,555x		29.8	22.7	
	T							9,998	12,136	13,696x	18.4	16.5	16.8
Fine Arts	M												
	F												
	T												
Law	M	(3)						13,592	9,079		38.0	20.3	
	F	(3)						5,804	6,000		31.3	20.8	
	T	(3)	(3)	(3)				19,396	15,079	4,114	35.7	20.5	5.1
Social sc.	M	17,330		(2)	24.9								
	F	8,365			14.2								
	T	25,695	41,991	42,626	20.1	25.0	27.5						
Other (5)	M							10,780	11,417		30.1	25.5	
	F							4,181	4,920		22.6	17.1	
	T							14,961	16,337	19,641	27.6	22.2	24.1
TOTAL	M	69,478			100.0	100.0	100.0	35,781	44,742x		100.0	100.0	100.0
	F	58,890		(2)	100.0	100.0	100.0	18,535	28,837x		100.0	100.0	100.0
	T	128,368	168,234	154,967	100.0	100.0	100.0	54,316	73,579	81,368x	100.0	100.0	100.0

x Estimated.
(1) Students enrolled in the first year.
(2) Students enrolled for the first time in the first year.
(3) Included in the Social Sciences.
(4) For Higher Technicians, only students in the public sector are counted.
(5) Students preparing entry to "Grandes Ecoles".

GERMANY

Table I

OVERALL DEVELOPMENTS

		1965/66	1966/67	1967/68	1968/69	1969/70	1970/71	1971/72	1972/73	1973/74	1974/75
ENROLMENTS											
Univ.type	A.	299,700	320,800	331,000	352,900	375,900	410,100	466,200	536,745	593,463	626,392
	B.		7.0	3.2	6.6	6.5	9.1	13.7	15.1	10.6	5.5
Non univ.type	A.	84,700	85,900	87,400	90,700	97,200	100,400	131,600	124,734	139,436	162,050
	B.		1.4	1.7	3.8	7.2	3.3	31.1	- 5.2	11.8	16.2
Total of higher educ.)	A.	384,400	406,700	418,400	443,600	473,100	510,500	597,800	661,479	732,899	788,442
	B.		5.8	2.9	6.0	6.8	7.9	17.1	10.6	10.8	7.6
NEW ENTRANTS											
Univ.type	A.	61,300	76,600	70,600	86,500	88,900	91,600	104,100	120,026	126,252	129,618
	B.		25.0	- 7.8	22.5	2.8	3.0	13.6	15.3	5.2	2.7
Non univ.type	A.	24,400	26,000	26,200	28,100	29,900	33,900	39,400	43,996	45,386	50,852
	B.		6.6	0.8	7.2	6.4	13.4	16.2	11.7	3.2	12.0
Total of higher educ.)	A.	85,700	102,600	96,800	114,600	118,800	125,500	143,500	164,022	171,638	180,470
	B.		19.7	- 5.6	18.4	3.7	5.6	14.3	14.3	4.6	5.1
DEGREES AWARDED											
Univ. 1st level)	A.	25,500	31,300	31,300	31,600	33,000	33,600	34,200	34,700		
	B.		22.7	0.0	1.0	4.4	1.8	1.8	1.5		
Doctorates	A.	7,700	8,300	9,900	10,600	11,000	11,300	11,400	11,600		
	B.		7.8	19.3	7.1	3.8	2.7	0.9	1.7		
Teacher training)	A.	17,100	14,100	17,600	17,600	23,600	27,500	30,000	32,000		
	B.		- 17.5	24.8	0.0	34.1	16.5	9.1	6.7		
Non univ.type (1)	A.	16,200	17,700	17,700	17,500	18,500	19,800	20,400	21,000		
	B.		9.3	0.0	- 1.1	5.7	7.0	3.0	2.9		

(1) "Fachhochschulen" graduates only (prior to 1968 mainly : Ingenieurschulen),
A Absolute figures.
B Annual growth rate (in %).

GERMANY

Table II

ENROLMENTS BY SEX

		1965/66	1966/67	1967/68	1968/69	1969/70	1970/71	1971/72	1972/73	1973/74	1974/75
ENROLMENTS											
Univ.type	M	213,350					268,467	307,704	350,945*	386,618*	408,299*
	F	86,350					141,633	158,496	185,800*	206,845*	218,093*
	T	299,700	320,800	331,000	352,900	375,900	410,100	466,200	536,745	593,463	626,392
Growth rate (%)	M							14.6	(14.0)	(10.2)	(5.2)
	F							11.9	(17.2)	(11.3)	(5.4)
F in Total/%		28.8					34.5	34.0	(34.6)	(34.8)	(34.8)
Non univ.type	M	80,150					85,533	110,396	100,634*	109,555*	127,054*
	F	4,550					14,867	21,204	24,100*	29,881*	34,996*
	T	84,700	85,900	87,400	90,700	97,200	100,400	131,600	124,734	139,436	162,050
Growth rate (%)	M							29.1	(- 8.8)	(8.9)	(16.0)
	F							42.6	(13.7)	(24.0)	(17.1)
F in Total/%		5.4					14.8	16.1	(19.3)	(21.4)	(21.6)
Total of higher educ.)	M	293,500					354,000	418,100	451,579*	496,173*	535,353*
	F	90,900					156,500	179,700	209,900*	236,720*	253,089*
	T	384,400	406,700	418,400	443,600	473,100	510,500	597,800	661,479	732,899	788,442
Growth rate (%)	M							18.1	(8.0)	(9.9)	(7.9)
	F							14.8	(16.8)	(12.8)	(6.9)
F in Total/%		23.6					30.7	30.1	(31.7)	(32.3)	(32.1)

* *Estimated.*

GERMANY

Table III

NEW ENTRANTS BY SEX

		1965/66	1966/67	1967/68	1968/69	1969/70	1970/71	1971/72	1972/73	1973/74	1974/75
NEW ENTRANTS											
Univ.type	M	41,457					57,139	62,168	74,520*	78,890*	79,645*
	F	19,834					34,461	41,932	45,506*	47,362*	49,973*
	T	61,291	76,600	70,600	86,500	88,900	91,600	104,100	120,026	126,252	129,618
Growth rate (%)	M							8.8	(19.9)	(5.9)	(1.0)
	F							21.7	8.5)	(4.1)	(5.5)
F in Total/%		32.4					37.6	40.3	(37.9)	(37.5)	(38.5)
Non univ.type	M	23,043					27,961	31,532	32,922*	33,546*	38,372*
	F	1,357					5,939	7,868	11,074*	11,840*	12,480*
	T	24,400	26,000	26,200	28,100	29,900	33,900	39,400	43,996	45,386	50,852
Growth rate (%)	M							12.8	(4.4)	(1.9)	(14.4)
	F							32.5	(40.7)	(6.9)	(5.4)
F in Total/%		5.6					17.5	20.0	(25.2)	(26.1)	(24.5)
Total of higher educ.)	M	64,500					85,100	93,700	107,442*	112,436*	118,017*
	F	21,200					40,400	49,800	56,580*	59,202*	62,453*
	T	85,700	102,600	96,800	114,600	118,800	125,500	143,500	164,022	171,638	180,470
Growth rate (%)	M							10.1	(14.7)	(4.6)	(5.0)
	F							23.3	(13.6)	(4.6)	(5.5)
F in Total/%		24.7					32.2	34.7	(34.5)	(34.5)	(34.6)

* *Estimated.*

DISTRIBUTION OF NEW ENTRANTS BY FIELD OF STUDY

		University type						Non-university type					
		Absolute figures			%			Absolute figures			%		
		1965/66	1970/71	1974/75	1965/66	1970/71	1974/75	1965/66	1970/71	1972/73	1965/66	1970/71	1972/73
Pure science	M			19,309			24.2						
	F			8,173			16.4						
	T	9,521	17,492	27,482	15.5	19.1	21.2						
Archit.	M												
	F												
	T												
Technology	M	5,458	7,534	11,843			14.9						
	F	123	331	639			1.3						
	T	5,581	7,865	12,482	9.1	8.6	9.6						
Agric.	M	951	1,402	2,082			2.6						
	F	128	564	874			1.7						
	T	1,079	1,966	2,956	1.8	2.1	2.3						
Tot.sc. & tech.	M			33,234			41.7						
	F			9,686			19.4						
	T	16,181	27,323	42,920	26.4	29.8	33.1						
Med.sc.	M			7,693			9.7						
	F			2,052			4.1						
	T	6,894	6,170	9.745	11.2	6.7	7.5						
Humanities	M	6,520	11,153	14,615			18.3						
	F	5,299	7,763	16,042			32.1						
	T	11,819	18,916	30,657	19.3	20.7	23.7						

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GERMANY

Table IV

DISTRIBUTION OF NEW ENTRANTS BY FIELD OF STUDY (cont'd :)

Educ.	M	5,657	6,439	3,786			4.8						
	F	8,743	17,361	16,341			32.7						
	T	14,400	23,800	20,127	23.5	26.0	15.5						
Fine Arts	M												
	F												
	T												
Law	M												
	F												
	T												
Social Sc.	M	10,356	12,675	20,317			25.5						
	F	1,650	2,716	5,852			11.7						
	T	12,006	15,391	26,169	19.6	16.8	20.2						
Other	M												
	F												
	T												
TOTAL	M			79,645			100.0						
	F			49 973			100.0						
	T	61,300	91,600	129,618	100.0	100.							

ITALY

Table I

OVERALL DEVELOPMENTS

		1965/66	1966/67	1967/68	1968/69	1969/70	1970/71	1971/72	1972/73	1973/74	1974/75
ENROLMENTS											
Univ.type	A.	412,366	462,224	506,956	559,470	626,702	694,529	773,203	818,169*	855,146*	
	B.		12.1	9.7	10.4	12.0	10.8	11.3	(5.8)	4.5	
Non univ.type	A.	12,351	14,601	14,701	15,061	15,052	15,579	16,174	16,512*	17,975*	
	B.		18.2	0.7	2.4	- 0.1	3.5	3.8	(2.1)	8.9	
Total of higher educ.)	A.	424,717	476,825	521,657	574,531	641,754	710,108	789,377	834,681*	873,121*	
	B.		12.3	9.4	10.1	11.7	10.7	11.2	(5.7)	4.6	
NEW ENTRANTS											
Univ.type	A.	102,926	116,482	124,151	139,122	171,804	191,047	211,178	210,192	214,732	222,687*
	B.		13.2	6.6	12.0	23.5	11.2	10.5	- 0.4	2.2	(3.7)
Non univ.type	A.	4,411	5,566	5,918	6,191	6,771	6,017	6,075	5,923*	7,534*	7,696*
	B.		26.2	6.3	4.6	9.4	- 11.1	0.9	(- 2.5)	(27.2)	(2.1)
Total of higher educ.)	A.	107,337	122,048	130,069	145,313	178,575	197,064	217,253	216,115*	222,266*	230,383*
	B.		13.7	6.6	11.7	22.9	10.3	10.2	(- 0.5)	(2.8)	(3.6)
DEGREES AWARDED											
Univ. 1st level)	A.	28,065	29,676	38,615	45,468	54,967	59,503	63,182	60,559		
	B.		5.7	30.1	17.7	20.9	8.2	6.2	- 4.1		
Perfeziona-menti)	A.	4,722	4,402	4,918	5,313	5,378	4,990				
	B.		- 6.8	11.7	8.0	1.2	- 7.2				
Non univ.type	A.	1,429	2,084	2,146	2,404	1,937	1,990				
	B.		45.8	2.9	12.0	- 19.4	2.7				

* *Estimated.*
A Absolute figures.
B Annual growth rate (in %).

Table II

ENROLMENTS BY SEX

		1965/66	1966/67	1967/68	1968/69	1969/70	1970/71	1971/72	1972/73	1973/74	1974/75
ENROLMENTS											
Univ.type	M	278,331	305,046	328,418	357,779	393,752	428,819	487,476	509,615*		
	F	134,035	157,178	178,538	201,691	232,950	265,710	285,727	308,554*		
	T	412,366	426,224	506,956	559,170	626,702	694,529	773,203	818,169*	855,146*	
growth rate (%)	M		9.6	7.7	8.9	10.0	8.9	13.7	(4.5)		
	F		17.3	13.6	13.0	15.5	14.1	7.5	(8.0)		
F in Total/%		32.5	34.0	35.2	36.0	37.2	38.2	36.9	(37.7)		
Non univ.type	M	6,658	7,642	7,621	7,538	7,790	7,887	8,325			
	F	5,693	6,959	7,080	7,523	7,262	7,692	7,849			
	T	12,351	14,601	14,701	15,061	15,052	15,579	16,174	16,512*	17,975*	
growth rate (%)	M		14.8	- 0.3	- 1.1	3.3	1.2	5.5			
	F		22.2	1.7	6.2	- 3.5	5.9	2.0			
F in Total/%		46.1	47.7	48.2	49.9	48.2	49.4	48.5			
Total of higher educ.	M	284,989	312,688	336,039	365,317	401,542	436,706	495,801			
	F	139,728	164,137	185,618	209,214	240,212	273,402	293,576			
	T	424,717	476,825	521,657	574,531	641,754	710,108	789,377	834,681	873,121	
growth rate (%)	M		9.7	7.5	8.7	9.9	8.7	13.5			
	F		17.5	13.1	12.7	14.8	13.6	7.4			
F in Total/%		32.9	34.4	35.6	36.4	37.4	38.5	37.2			

* *Estimated.*

ITALY

Table III

NEW ENTRANTS BY SEX

		1965/66	1966/67	1967/68	1968/69	1969/70	1970/71	1971/72	1972/73	1973/74	1974/75
NEW ENTRANTS											
Univ.type	M	64,786	71,751	75,769	83,448	101,773	118,796	130,047	126,699	131,997	
	F	38,140	44,731	48,382	55,674	70,031	72,251	81,131	83,493	82,735	
	T	102,926	116,482	124,151	139,122	171,804	191,047	211,178	210,192	214,732	222,687*
growth rate (%)	M		10.7	5.6	10.1	22.0	16.7	9.5	- 2.6	4.2	
	F		17.3	8.2	15.1	25.8	3.2	12.3	2.9	- 0.9	
F in Total/%		37.1	38.4	39.0	40.0	40.8	37.8	38.4	39.7	38.5	
Non univ.type	M	2,359	2,881	2,955	3,016	3,589	3,193	2,987			
	F	2,052	2,685	2,963	3,175	3,182	2,824	3,088			
	T	4,411	5,566	5,918	6,191	6,771	6,017	6,075	5,923*	7,534*	7,696*
growth rate (%)	M		22.1	2.6	2.1	19.0	- 11.0	- 6.4			
	F		30.8	10.3	7.1	0.2	- 11.2	9.3			
F in Total/%		46.5	48.2	50.1	51.3	47.0	46.9	50.8			
Total of higher educ.)	M	67,145	74,632	78,724	86,464	105,362	121,989	133,034			
	F	40,192	47,416	51,345	58,849	73,213	75,075	84,219			
	T	107,337	122,048	130,069	145,313	178,575	197,064	217,253	216,115*	222,266*	230,383*
growth rate (%)	M		11.1	5.5	9.8	21.9	15.8	9.0			
	F		18.0	8.3	14.6	24.4	2.5	12.2			
F in Total/%		37.4	38.8	39.5	40.5	41.0	38.1	38.8			

* *Estimated.*

ITALY

Table IV

DISTRIBUTION OF NEW ENTRANTS BY FIELD OF STUDY

		University type						Non-university type					
		Absolute figures			%			Absolute figures			%		
		1965/66	1970/71	1972/73	1965/66	1970/71	1972/73	1965/66	1970/71	1972/73	1965/66	1970/71	1972/73
Pure science	M	10,205	15,536	14,432	15.3	12.8	11.4						
	F	3,732	7,996	12,071	10.3	11.5	14.5						
	T	13,937	23,532	26,503	13.5	12.3	12.6						
Archit.	M	1,289	6,361	7,196	2.0	5.2	5.7						
	F	560	1,804	2,471	1.5	2.6	3.0						
	T	1,849	8,165	9,667	1.8	4.3	4.6						
Technology	M	12,076	20,447	21,471	18.1	16.8	16.9						
	F	71	246	363	0.2	0.4	0.4						
	T	12,147	20,693	21,834	11.8	10.8	10.4						
Agric.	M	1,458	3,344	4,255	2.2	2.8	3.4						
	F	40	215	378	0.1	0.3	0.4						
	T	1,498	3,559	4,633	1.5	1.9	2.2						
Tot.sc. & tech.	M	25,028	45,688	47,354	37.6	37.6	37.4						
	F	4,403	10,261	15,283	12.1	14.8	18.3						
	T	29,431	55,949	62,637	28.6	29.3	29.8						
Med.sc.	M	6,828	19,718	24,230	10.3	16.2	19.1						
	F	1,564	6,302	11,259	4.3	9.1	13.5	152	323	400	7.4	11.5	
	T	8,392	26,020	53,489	8.1	13.6	16.9	152	323	400[1]	3.4	5.4	(6.8)
Humanit.	M	7,916	14,348	13,106	11.9	11.8	10.3						
	F	23,783	40,801	39,610	65.3	58.8	47.4						
	T	31,699	55,149	52,716	30.8	28.9	25.1						

ITALY

Table IV

DISTRIBUTION OF NEW ENTRANTS BY FIELD OF STUDY (cont'd :)

Educ.	M							824	1,186	1,175			
	F							1,078	1,367	1,373			
	T							1,902	2,553	2,548			
Fine Arts	M							995	1,413				
	F							710	1,048				
	T							1,705	2,461	2,489			
Law	M	6,203	15,838	17,770	9.3	13.0	14.0						
	F	1,203	4,663	8,894	3.3	6.7	10.7						
	T	7,406	20,501	26,664	7.2	10.7	12.7						
Social Sc.	M	20,551	26,028	24,239	30.9	21.4	19.2	540	594	401			
	F	5,447	7,400	8,447	15.0	10.6	10.1	112	86	85			
	T	25,998	33,428	32,686	25.3	17.5	15.5	652	680	486			
Other	M												
	F												
	T												
TOTAL	M	66,526	121,620	126,699	100.0	100.0	100.0	2,359	3,193		100.0	100.0	100.0
	F	36,400	69,427	83,493	100.0	100.0	100.0	2,052	2,824		100.0	100.0	100.0
	T	102,926	191,047	210,192	100.0	100.0	100.0	4,411	6,017	5,923	100.0	100.0	100.0

JAPAN

Table I

OVERALL DEVELOPMENTS

		1965/66	1966/67	1967/68	1968/69	1969/70	1970/71	1971/72	1972/73	1973/74	1974/75
ENROLMENTS											
Univ.type	A.	937,556	1,047,210	1,160,425	1,270,189	1,354,827	1,406,521	1,468,538	1,529,163	1,597,282	
	B.		11.7	10.8	9.4	6.7	3.9	4.4	4.1	4.4	
Non univ.type	A.	147,563	194,097	234,748	255,262	263,362	263,219	275,256	287,974	309,824	
	B.		32.1	20.4	8.7	3.2	- 0.05	4.6	4.6	7.6	
Total of higher educ.)	A.	1,085,119	1,239,293	1,395,173	1,525,451	1,618,189	1,669,740	1,743,794	1,817,137	1,907,106	
	B.		14.2	12.6	9.3	6.1	3.2	4.4	4.2	4.9	
NEW ENTRANTS											
Univ.type	A.	249,917	292,958	312,747	325,632	329,374	333,037	357,821	376,147		
	B.		17.2	6.7	4.1	1.1	1.1	7.4	5.1		
Non univ.type	A.	80,563	108,052	121,263	127,365	128,124	126,659	136,392	141,631		
	B.		34.1	12.2	5.0	0.6	- 1.1	7.7	3.8		
Total of higher educ.)	A.	330,480	401,010	434,010	452,997	457,498	459,696	494,213	517,778		
	B.		21.3	8.2	4.4	1.0	0.5	7.5	4.8		
DEGREES AWARDED											
Univ. 1st level)	A.	178,279	187,418	194,628	217,805	240,921	272,949	292,946	297,027		
	B.		5.1	3.8	11.9	10.6	13.3	7.3	1.4		
Maîtrise	A.		7,503	9,149	9,350	9,415	10,823	11,168			
	B.			21.9	2.2	0.7	14.9	3.2			
Doctora[illegible]s	A.		4,286	2,743	2,945	3,152	2,971	3,106			
	B.			9.3	7.4	7.0	- 5.7	4.5			
Non univ.type	A.	55,371	74,695	100,166	111,091	114,803	117,512	118,390	125,593		
	B.		34.9	34.1	10.9	3.3	2.3	0.7	6.1		

A Absolute figures.
B Annual growth rate (in %).

JAPAN

Table II

ENROLMENTS BY SEX

		1965/66	1966/67	1967/68	1968/69	1969/70	1970/71	1971/72	1972/73	1973/74	1974/75
ENROLMENTS											
Univ.type	M	785,437	867,574	957,205	1,041,891	1,110,859	1,153,776	1,199,892	1,241,622	1,282,016	
	F	152,119	179,636	203,220	228,298	243,968	252,745	268,646	287,541	315,266	
	T	937,556	1,047,210	1,160,425	1,270,189	1,354,827	1,406,521	1,468,538	1,529,163	1,597,282	
growth rate (%)	M		10.4	10.3	8.8	6.6	3.9	4.0	3.5	3.2	
	F		18.1	13.1	12.3	6.9	3.6	6.3	7.0	9.6	
F in Total/%		16.2	17.1	17.5	18.0	18.0	18.0	18.3	18.8	19.7	
Non univ.type	M	37,175	41,059	43,954	45,898	45,761	45,551	46,602	45,646	48,034	
	F	110,388	153,938	190,794	209,364	216,601	217,668	228,654	242,328	261,790	
	T	147,563	194,097	234,748	255,262	263,362	263,219	275,256	287,974	309,824	
growth rate (%)	M		10.4	7.0	4.4	1.9	- 2.6	2.3	- 2.0	5.2	
	F		39.4	23.9	9.7	3.4	0.5	5.0	6.0	8.0	
F in Total/%		74.8	79.3	81.3	82.0	82.2	82.7	83.1	84.1	84.5	
Total of higher educ.)	M	822,612	907,940	1,001,159	1,087,789	1,157,620	1,199,327	1,246,494	1,287,268	1,330,050	
	F	262,507	331,353	394,014	437,662	460,569	470,413	497,300	529,869	577,056	
	T	1,085,119	1,239,293	1,395,173	1,525,451	1,618,189	1,669,740	1,743,794	1,817,137	1,907,106	
growth rate (%)	M		10.4	10.3	8.6	6.4	3.6	3.9	3.3	3.3	
	F		26.2	18.9	11.1	5.2	2.1	5.7	6.5	8.9	
F in Total/%		24.2	26.7	28.2	28.7	28.5	28.2	28.5	29.1	30.2	

JAPAN

Table III

NEW ENTRANTS BY SEX

		1965/66	1966/67	1967/68	1968/69	1969/70	1970/71	1971/72	1972/73	1973/74	1974/75
NEW ENTRANTS											
Univ.type	M	205,685	237,921	254,248	265,113	268,789	270,944	285,819	296,984		
	F	44,232	55,037	58,499	60,519	60,585	62,093	72,002	79,163		
	T	249,917	292,958	312,747	325,632	329,374	333,037	357,821	376,147		
growth rate (%)	M		15.7	6.9	4.3	1.4	0.8	5.5	3.9		
	F		24.4	6.3	3.4	0.1	2.6	16.0	9.9		
F in Total/%		17.7	18.8	18.7	18.6	18.4	18.6	20.1	21.0		
Non univ.type	M	16,800	19,521	20,320	20,928	20,738	19,707	20,374	19,357		
	F	63,763	88,531	100,943	106,437	107,386	106,952	116,018	122,274		
	T	80,563	108,052	121,263	127,365	128,124	126,659	136,392	141,631		
growth rate (%)	M		16.2	4.1	3.0	- 0.9	- 5.0	3.4	- 5.0		
	F		38.8	14.0	5.4	0.9	- 0.4	8.5	5.4		
F in Total/%		79.1	81.9	83.2	83.6	83.8	84.4	85.1	86.3		
Total of higher educ.)	M	222,485	257,442	274,568	286,041	289,527	290,651	306,193	316,341		
	F	107,995	143,568	159,442	166,956	167,971	169,045	188,020	201,437		
	T	330,480	401,010	434,010	452,997	457,498	459,696	494,213	517,778		
growth rate (%)	M		15.7	6.6	4.2	1.2	0.4	5.3	3.3		
	F		32.9	11.1	4.7	0.6	0.6	11.2	7.1		
F in Total/%		32.7	35.8	36.7	36.8	36.7	36.8	38.0	38.9		

JAPAN

Table IV

DISTRIBUTION OF NEW ENTRANTS BY FIELD OF STUDY

		University type						Non university type					
		Absolute figures			%			Absolute figures			%		
		1965/66	1970/71	1972/73	1965/66	1970/71	1972/73	1965/66	1970/71	1972/73	1965/66	1970/71	1972/73
Pure science	M	5,107	7,790	12,638	2.5	2.9	4.2	42	6	9	0.3	0.0	0.0
	F	581	1,171	1,905	1.3	1.9	2.4	74	79	88	0.1	0.1	0.1
	T	5,688	8,961	14,533	2.3	2.7	3.9	116	85	97	0.1	0.1	0.1
Archit.	M												
	F												
	T												
Technology	M	37,681	70,536	75,950	18.3	26.0	25.6	6,580	9,050	9,187	39.2	45.9	47.4
	F	150	724	576	0.3	1.2	0.7	293	364	308	0.5	0.3	0.2
	T	37,831	71,287	76,526	15.1	21.4	20.3	6,873	9,414	9,495	8.5	7.4	6.7
Agric.	M	6,395	10,715	12,252	3.1	4.0	4.1	868	1,485	1,367	5.2	7.6	7.1
	F	269	835	1,167	0.6	1.3	1.5	215	222	252	0.3	0.2	0.2
	T	6,664	11,550	13,419	2.7	3.5	3.6	1,083	1,707	1,619	1.3	1.4	1.1
Tot.sc. & tech.	M	49,183	89,068	100,830	23.9	32.9	33.9	7,490	10,541	10,563	44.6	53.5	54.5
	F	1,000	2,730	3,648	2.3	4.4	4.6	582	665	648	0.9	0.6	0.5
	T	50,183	91,798	104,478	20.1	27.6	27.8	8,072	11,206	11,211	10.0	8.9	7.9
Med.sc.	M	3,371	8,336	10,867	1.6	3.1	3.7		216	268		1.1	1.4
	F	420	4,858	6,427	0.9	7.8	8.1	203	2,462	2,979	0.3	2.3	2.5
	T	3,791	13,194	17,294	1.5	4.0	4.6	203	2,678	3,247	0.3	2.1	2.3
Humanit.	M	11,508	28,868	22,287	5.6	10.7	7.6	1,441	850	772	8.6	4.3	4.0
	F	14,616	25,847	30,966	33.0	41.6	39.1	16,827	27,554	32,290	26.4	25.8	26.4
	T	26,124	54,715	53,253	10.5	16.4	14.2	18,268	28,404	33,062	22.7	22.4	23.3

JAPAN

Table IV

DISTRIBUTION OF NEW ENTRANTS BY FIELD OF STUDY (cont'd :)

Educ.	M	6,810	10,929	11,065	3.3	4.0	3.7	40	95	91	0.2	0.5	0.5
	F	7,436	13,022	15,438	16.8	21.0	19.5	7,997	22,237	28,409	12.5	20.8	23.2
	T	14,246	23,951	26,503	5.7	7.2	7.0	8,037	22,332	28,500	10.0	17.6	20.1
Fine Arts	M		3,263	3,752		1.2	1.3	197	514	603	1.2	2.6	3.1
	F		3,930	5,207		6.3	6.6	2,167	5,960	7,083	3.4	5.6	5.8
	T		7,193	8,959		2.1	2.4	2,364	6,474	7,686	2.9	5.1	5.5
Law	M		33,369	34,847		12.3	11.7						
	F		1,911	2,546		3.1	3.2						
	T		35,280	37,393		10.6	9.9						
Social Sc.	M	79,272	96,784	112,968	38.5	35.7	38.0	7,632	7,491	7,060	45.4	38.0	36.5
	F	2,646	9,795	14,931	6.0	15.8	18.9	35,987	48,074	50,865	56.4	44.9	41.6
	T	81,918	106,579	127,899	32.8	32.0	34.0	43,619	55,565	57,925	54.1	43.9	40.9
Other	M	55,541(1)	327(2)	368(2)	27.0(1)	0.1(2)	0.1(2)						
	F	18,114(1)	(2)	(2)	41.0(1)	(2)	(2)						
	T	73,655(1)	327(2)	368(2)	29.5(1)	0.1(2)	0.1(2)						
TOTAL	M	205,685	270,944	296,984	100.0	100.0	100.0	16,800	19,707	19,357	100.0	100.0	100.0
	F	44,232	62,093	79,163	100.0	100.0	100.0	63,763	106,952	122,274	100.0	100.0	100.0
	T	249,917	333,037	376,147	100.0	100.0	100.0	80,563	126,659	141,631	100.0	100.0	100.0

1) *Miscellaneous.*
2) *Merchant Navy.*

NETHERLANDS

Table I

OVERALL DEVELOPMENTS

		1965/66	1966/67	1967/68	1968/69	1969/70	1970/71	1971/72	1972/73	1973/74	1974/75
ENROLMENTS											
Univ.type	A.	64,409	71,260	77,896	84,776	93,594	103,382	112,873	....	....	112,528*
	B.		10.6	9.3	8.8	10.4	10.4	9.2			
Non univ.type	A.	88,225	92,635	101,636	110,230	117,919	126,076	133,257	137,683	143,418	149,526
	B.		5.0	9.7	8.5	7.0	6.9	5.7	3.3	4.2	4.3
Total of higher educ.	A.	152,634	163,895	179,532	195,006	211,513	229,458	246,130	....	....	262,054
	B.		7.4	9.5	8.6	8.5	8.5	7.3			
NEW ENTRANTS (full-time)											
Univ.type	A.	12,598	13,304	13,722	15,973	17,018	18,362	19,251	....	....	18,005*
	B.		5.6	3.1	16.4	6.5	7.9	4.8			
Non univ.type	A.	17,570	18,703	20,729	16,211	17,810	21,996	26,033	30,640	29,542*	
	B.		6.4	10.8	- 21.8	9.9	23.5	18.3	17.7	- 3.6	
Total of higher educ.)	A.	30,168	32,007	34,451	32,184	34,828	40,358	45,284	....	....	
	B.		6.1	7.6	- 6.6	8.2	15.9	12.2			
DEGREES AWARDED											
Univ. 1st level)	A.	3,828	4,448	4,995	5,749	6,410	7,202	8,143	8,766	9,297	
	B.		16.2	12.3	15.1	11.5	12.3	13.0	7.6	6.1	
Univ. 2nd level)	A.	83	103	144	142	129	136	154	158	133	
	B.		24.1	39.8	- 1.4	- 9.1	5.4	13.2	2.6	- 15.0	
Non univ.type	A.	16,679*	18,249	20,564	24,088	25,445*	22,800*	23,300*			
	B.		(9.4)	12.7	17.1	(5.6)	(-10.4)	(2.2)			

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* *Estimated.*

A Absolute figures.

B Annual growth rate (in %).

NETHERLANDS

Table II

ENROLMENTS BY SEX

		1965/66	1966/67	1967/68	1968/69	1969/70	1970/71	1971/72	1972/73	1973/74	1974/75
ENROLMENTS											
Univ.type	M	52,839	58,229	63,490	69,007	75,720	83,044	89,468	....	....	86,508*
	F	11,570	13,031	14,406	15,769	17,874	20,338	23,405	....	....	26,020*
	T	64,409	71,260	77,896	84,776	93,594	103,382	112,873	....	....	112,528*
growth rate (%)	M		10.2	9.0	8.7	9.7	9.7	7.7			
	F		12.6	10.5	9.5	13.3	13.8	15.1			
F in Total/%		18.0	18.3	18.5	18.6	19.1	19.7	20.7			23.1
Non univ.type	M	61,359	63,568	68,624	73,423	78,165	83,219	87,775	88,257	91,959	94,788
	F	26,866	29,067	33,012	36,807	39,754	42,857	45,482	49,426	51,459	54,738
	T	88,225	92,635	101,636	110,230	117,919	126,076	133,257	137,683	143,418	149,526
growth rate (%)	M		3.6	7.9	7.0	6.5	6.5	5.5	0.5	4.2	3.1
	F		8.2	13.6	11.5	8.0	7.8	6.1	8.7	4.1	6.4
F in Total/%		30.4	31.4	32.5	33.4	33.7	34.0	34.1	35.9	35.9	36.6
Total of higher educ.)	M	114,198	121,797	132,114	142,430	153,885	166,263	177,243	....	....	181,296
	F	38,436	42,098	47,418	52,576	57,628	63,195	68,887	....	....	80,758
	T	152,634	163,895	179,532	195,006	211,513	229,458	246,130	....	....	262,054
growth rate (%)	M		6.6	8.5	7.8	8.0	8.0	6.6			
	F		9.5	12.6	10.9	9.6	9.7	9.0			
F in Total/%		25.2	25.7	26.4	27.0	27.2	27.5	28.0			30.8

* *Estimated.*

NETHERLANDS

Table III

NEW ENTRANTS BY SEX

		1965/66	1966/67	1967/68	1968/69	1969/70	1970/71	1971/72	1972/73	1973/74	1974/75
NEW ENTRANTS (full-time)											
Univ.type	M	10,205	10,714	11,037	12,992	13,584	14,387	14,584			12,857
	F	2,393	2,590	2,685	2,981	3,434	3,975	4,667			5,148
	T	12,598	13,304	13,722	15,973	17,018	18,362	19,251			18,005*
growth rate (%)	M		5.0	3.0	17.7	4.6	5.9	1.4			
	F		8.2	3.7	11.0	15.2	15.7	17.4			
F in Total/%		19.0	19.5	19.6	18.7	20.2	21.6	24.2			28.6
Non univ.type	M	11,736	12,261	13,333	10,394	11,383	14,011	16,234	18,929	18,995*	
	F	5,834	6,442	7,396	5,817	6,427	7,985	9,799	11,711	10,547*	
	T	17,570	18,703	20,729	16,211	17,810	21,996	26,033	30,640	29,542*	
growth rate (%)	M		4.5	8.7	- 22.0	9.5	23.1	15.9	16.6	(0.3)	
	F		10.4	14.8	- 21.3	10.5	24.2	22.7	19.5	(- 9.9)	
F in Total/%		32.9	34.4	35.7	35.9	36.1	36.3	37.6	38.2	35.7	
Total of higher educ.)	M	21,941	22,975	24,370	23,386	24,967	28,398	30,818			
	F	8,227	9,032	10,081	8,798	9,861	11,960	14,466			
	T	30,168	32,007	34,451	32,184	34,828	40,358	45,284			
growth rate (%)	M		4.7	6.1	- 4.0	6.8	13.7	8.5			
	F		9.8	11.6	- 12.3	12.1	21.3	20.9			
F in Total		27.3	28.2	29.3	27.3	28.3	29.6	31.9			

* *Estimated.*

NETHERLANDS

Table IV

DISTRIBUTION OF NEW ENTRANTS BY FIELD OF STUDY

		University type (full-time)						Non-university type (full-time)					
		Absolute figures			%			Absolute figures			%		
		1965/66	1970/71	1974/75	1965/66	1970/71	1974/75	1965/66	1970/71	1974/75	1965/66	1970/71	1974/75
Pure science	M	1,347	1,798	1,775	13.2	12.5	13.8						
	F	219	344	405	9.2	8.7	7.9						
	T	1,566	2,142	2,180	12.4	11.7	12.1						
Archit.	M	216	502	328	2.1	3.5	2.6						
	F	22	61	53	0.9	1.5	1.0						
	T	238	563	381	1.9	3.1	2.1						
Technology	M	2,034	2,653	1,947	19.9	18.4	15.1	5,309	7,289	9,171	45.2	52.0	48.4
	F	28	54	54	1.2	1.4	1.0	403	1,013	1,390	6.9	12.7	11.9
	T	2,062	2,707	2,001	16.4	14.7	11.1	5,712	8,302	10,561	32.5	37.7	34.5
Agric.	M	464	563	613	4.5	3.9	4.6	552	622	691	4.7	4.5	3.7
	F	97	152	243	4.1	3.8	4.7	8	51	81	0.1	0.6	0.7
	T	561	715	856	4.5	3.9	4.8	560	673	772	3.2	3.1	2.5
Tot.sc. & tech.	M	4,061	5,516	4,663	39.8	38.3	36.3	5,861	7,911	9,862	49.9	56.5	52.1
	F	366	611	755	15.3	15.4	14.6	411	1,064	1,471	7.0	13.3	12.6
	T	4,427	6,127	5,418	35.1	33.4	30.1	6,272	8,975	11,333	35.7	40.8	37.0
Med.sc.	M	1,394	1,474	1,378	13.7	10.2	10.7		19	118		0.1	0.6
	F	364	543	514	15.2	13.7	10.0		113	254		1.4	2.2
	T	1,758	2,017	1,892	14.0	11.0	10.5		132	372		0.6	1.2
Humanit.	M	1,247	2,280	3,089	12.2	15.9	24.0		96	114		0.7	0.6
	F	945	1,729	2,805	39.5	43.5	54.5		296	407		3.7	3.5
	T	2,192	4,009	5,894	17.4	21.8	32.7		392	521		1.8	1.7

NETHERLANDS

Table IV

DISTRIBUTION OF NEW ENTRANTS BY FIELD OF STUDY (cont'd :)

Educ.	M							5,362	2,948	4,966	45.7	21.0	26.2
	F							4,625	4,160	6,523	79.3	52.1	55.7
	T							9,987	7,108	11,489	56.8	32.3	37.5
Fine Arts	M								1,095	1,204		7.8	6.4
	F								936	1,094		11.7	9.3
	T								2,031	2,298		9.2	7.5
Law	M	1,144	2,007	1,603	11.2	14.0	12.5						
	F	309	495	607	12.9	12.4	11.8						
	T	1,453	2,502	2,210	11.5	13.6	12.3						
Social Sc,	M	2,342	3,042	1,964	23.0	21.1	15.3	513	1,913	2,629	4.4	13.7	13.9
	F	400	563	410	16.7	14.2	8.0	798	1,357	1,909	13.7	17.0	16.3
	T	2,742	3,605	2,374	21.8	19.6	13.2	1,311	3,270	4,538	7.5	14.9	14.8
Other	M	17	68	160	0.2	0.5	1.2		29	36		0.2	0.2
	F	9	34	57	0.4	0.8	1.1		59	53		0.8	0.4
	T	26	102	217	0.2	0.6	1.2		88	89		0.4	0.3
TOTAL	M	10,205	14,387	12,857	100.0	100.0	100.0	11,736	14,011	18,929	100.0	100.0	100.0
	F	2,393	3,975	5,148	100.0	100.0	100.0	5,834	7,985	11,711	100.0	100.0	100.0
	T	12,598	18,362	18,005	100.0	100.0	100.0	17,570	21,996	30,640	100.0	100.0	100.0

OVERALL DEVELOPMENTS

		1965/66	1966/67	1967/68	1968/69	1969/70	1970/71	1971/72	1972/73	1973/74	1974/75
ENROLMENTS											
Univ.type	A.	67,243	78,596	95,977	113,638	113,106*	122,733	121,149*	115,048*		
	B.		16.9	22.1	18.4	- 0.5	8.5	- 1.3	- 5.0		
Non univ.type	A.		19,607	21,127	21,053	25,600	28,400	22,900	22,600		
	B.			7.8	10.0	21.4	11.2	- 19.4	- 1.3		
Total of higher educ.)	A.		98,203	117,104	134,691	138,706*	151,133	144,049*	137,648*		
	B.			19.2	15.0	3.0	8.9	- 4.7	- 4.4		
NEW ENTRANTS											
Univ.type	A.	17,309	20,569	26,305	30,750	28,118	27,027	22,925	22,433		
	B.		18.8	27.9	16.9	- 8.5	- 3.9	- 15.2	- 2.1		
Non univ.type*	A.	3,050*	3,094*	3,454	3,489	3,607	3,536	3,500*	3,200*		
	B.		(1.4)	(11.6)	1.0	3.4	- 2.0	(- 1.0)	(- 8.6)		
Total of higher educ.)	A.	20,359*	23,663*	29,759	34,239	31,725	30,563	26,425*	25,633*		
	B.		(16.2)	(25.8)	15.0	- 7.3	- 3.7	(-13.5)	(- 3.0)		
DEGREES AWARDED											
Univ. 1st level)	A.	6,454	8,005	12,363	13,358	16,976	17,427	18,138			
	B.		24.0	54.4	8.0	27.1	2.6	4.1			
Univ. below degree level)	A.	211	288	283	325	308	321	292			
	B.		36.5	- 1.7	14.8	- 5.2	4.2	- 9.0			
Licence + Doctorate)	A.	812	934	922	993	1,106	1,385	1,391			
	B.		15.0	- 1.3	7.7	11.4	25.2	0.4			
Non univ.type	A.	4,529	4,842	5,178	8,139*	8,473	11,978*	13,297			
	B.		6.9	6.9	(15.4)	4.1	(- 9.0)	11.0			

Estimated.

A Absolute figures.

B Annual growth rate (in %).

SWEDEN

Table II

ENROLMENTS AND NEW ENTRANTS BY SEX

		1965/66	1966/67	1967/68	1968/69	1969/70	1970/71	1971/72	1972/73	1973/74	1974/75
ENROLMENTS											
Univ.type	M	43,189	50,184	61,321	72,383	71,256	77,537	77,334	73,314		
	F	24,054	28,412	34,656	41,255	41,850	45,196	43,815	41,734		
	T	67,243	78,596	95,977	113,638	113,106	122,733	121,149	115,048		
growth rate (%)	M		16.2	22.2	18.0	- 1.6	8.8	- 0.3	- 5.2		
	F		18.1	22.0	19.0	1.4	8.0	- 3.1	- 4.6		
F in Total/%		35.8	36.1	36.1	36.3	36.8	36.8	36.2	36.3		
NEW ENTRANTS											
Univ.type	M	10,310	12,182	15,632	18,188	16,181	16,084	14,026	13,042		
	F	6,999	8,387	10,673	12,562	11,937	10,943	8,899	9,391		
	T	17,309	20,569	26,305	30,750	28,118	27,027	22,925	22,433		
growth rate	M		18.2	28.3	16.3	- 11.0	- 0.6	- 12.8	- 7.0		
	F		19.8	27.3	17.7	- 5.0	- 8.3	- 18.7	5.5		
F in Total/%		40.4	40.8	40.6	40.8	42.4	40.5	38.8	41.9		

SWEDEN

Table III

DISTRIBUTION OF NEW ENTRANTS BY FIELD OF STUDY

		University type						Non-university type (1)					
		Absolute figures			%			Absolute figures			%		
		1965/66	1970/71	1972/73	1965/66	1970/71	1972/73	1965/66	1970/71	1972/73	1965/66	1970/71	1972/73
Pure science	M	2,175	2,790	1,958	21.1	17.3	15.0						
	F	740	815	715	10.6	7.4	7.6						
	T	2,915	3,605	2,673	16.8	13.3	11.9						
Archit.	M												
	F												
	T												
Technology	M	1,463	2,007	2,164	14.2	12.5	16.6						
	F	101	203	279	1.4	1.9	3.0						
	T	1,564	2,210	2,443	9.1	8.2	10.9	44	30		1.5	0.8	
Agric.	M	118	88	90	1.1	0.6	0.7						
	F	23	35	63	0.3	0.3	0.7						
	T	141	123	153	0.8	0.5	0.7						
Tot.sc. & tech.	M	3,756	4,885	4,212	36.4	30.4	32.3						
	F	864	1,053	1,057	12.3	9.6	11.3						
	T	4,620	5,938	5,269	26.7	22.0	23.5	44	30		1.5	0.8	
Med.sc.	M	403	398	501	3.9	2.5	3.9						
	F	184	222	384	2.6	2.0	4.1						
	T	587	620	885	3.4	2.3	3.9						
Humanit.	M	1,844	2,534	2,101	17.9	15.7	16.1						
	F	3,496	4,382	3,645	50.0	40.1	38.8						
	T	5,340	6,916	5,746	30.8	25.6	25.6						

SWEDEN

Table III

DISTRIBUTION OF NEW ENTRANTS BY FIELD OF STUDY (cont'd :)

Educ.	M	9	53	31	0.1	0.3	0.2						
	F	16	40	33	0.2	0.4	0.3						
	T	25	93	64	0.1	0.3	0.3	2,670*	3,120		87.5	88.3	
Fine Arts	M												
	F												
	T							18	30		0.6	0.8	
Law	M	688	765	833	6.7	4.8	6.4						
	F	189	353	422	2.7	3.2	4.5						
	T	877	1,118	1,255	5.1	4.1	5.6						
Social Sc.	M	3,610	7,449	5,364	35.0	46.3	41.1						
	F	2,250	4,893	3,850	32.2	44.7	41.0						
	T	5,860	12,342	9,214	33.9	45.7	41.1	110	145		3.6	4.1	
Other	M												
	F												
	T							208 (2)	211 (2)		6.8	6.0	
TOTAL	M	10,310	16,084	13,042	100.0	100.0	100.0				100.0	100.0	100.0
	F	6,999	10,943	9,391	100.0	100.0	100.0				100.0	100.0	100.0
	T	17,309	27,027	22,433	100.0	100.0	100.0	3,050*	3,536	3,200*	100.0	100.0	100.0

** Estimated.*

(1) Only involves a part of Swedish non-university Institutions (total of new entrants to non-university institutes is around 16,000 for 1970/71).

(2) Miliatary Academy.

UNITED KINGDOM

Table I

OVERALL DEVELOPMENTS

		1965/66	1966/67	1967/68	1968/69	1969/70	1970/71	1971/72	1972/73	1973/74	1974/75
ENROLMENTS											
Univ.type	A.	208,800	238,300	261,700	282,600	299,200	312,200	325,263	334,654	343,291	
	B.		14.1	9.8	8.0	5.9	4.3	4.2	2.9	2.6	
Non univ.type	A.	223,748	242,300	268,300	281,400	280,400	286,700	289,305	289,018	290,280	
	B.		8.3	10.7	4.9	- 0.3	2.2	0.9	- 0.1	0.4	
Total of higher educ.	A.	432,548	480,600	530,000	564,000	579,600	598,900	614,568	623,672	633,571	
	B.		11.1	10.3	6.4	2.8	3.3	2.6	1.5	1.6	
NEW ENTRANTS (full time)											
Univ.type	A.	62,300	66,000	71,600	76,000	79,600	81,900	86,400	88,324	89,679	
	B.		5.9	8.5	6.1	4.7	2.9	5.5	2.2	1.5	
Non univ.type	A.	51,600	58,500	65,400	72,800	73,400	74,400	78,500	78,800	76,562*	
	B.		13.4	11.8	11.3	0.8	1.4	5.5	0.4	(- 2.8)	
Total of higher educ.	A.	113,900	124,500	137,000	148,800	153,000	156,300	164,900	167,124	166,241*	
	B.		9.3	10.0	8.6	2.8	2.2	5.5	1.3	(- 0.5)	
DEGREES AWARDED											
Univ. 1st level	A.	38,043	42,374	48,738	52,120	56,121	60,716	60,988			
	B.		11.4	15.0	6.9	7.7	8.2	0.4			
Univ. 2nd level	A.	15,182	17,786	20,098	21,630	23,555	25,110	21,607			
	B.		17.1	13.0	7.6	8.9	6.6	- 13.9			
Non univ.type	A.	41,200	46,300	52,700	59,300	57,800	63,200	66,021*			
	B.		12.4	13.8	12.5	- 2.5	9.3	4.5			

* *Estimated.*
A Absolute figures.
B Annual growth rate (in %).

UNITED KINGDOM

Table II

ENROLMENTS BY SEX

		1965/66	1966/67	1967/68	1968/69	1969/70	1970/71	1971/72	1972/73	1973/74	1974/75
ENROLMENTS											
Univ.type	M	156,100*	177,200	193,800	208,600	219,900	226,800	234,318	238,135	240,608	
	F	52,700*	61,100	67,900	74,000	79,300	85,400	90,945	96,519	102,683	
	T	208,800	238,300	261,700	282,600	299,200	312,200	325,263	334,654	343,291	
growth rate (%)	M		(13.5)	9.4	7.6	5.4	3.1	3.3	1.6	1.0	
	F		(15.9)	11.1	9.0	7.2	7.7	6.5	6.1	6.4	
F in Total/%		25.2	25.6	25.9	26.2	26.5	27.2	28.0	28.8	29.9	
Non univ.type	M		158,400	170,800	175,300	169,400	173,200	173,039	170,824	169,550	
	F		83,900	97,500	106,100	111,000	113,500	116,266	118,194	120,730	
	T	223,748	242,300	268,300	281,400	280,400	286,700	289,305	289,018	290,280	
growth rate (%)	M			7.8	2.6	- 3.4	2.2	- 0.1	- 1.3	- 0.7	
	F			16.2	8.8	4.6	2.2	2.4	1.7	2.1	
F in Total/%			34.6	36.3	37.7	39.6	39.6	40.2	40.9	41.6	
Total of higher educ.)	M		335,600	364,600	383,900	389,300	400,000	407,357	408,959	410,158	
	F		145,000	165,400	180,100	180,300	198,900	207,211	214,713	223,413	
	T	432,548	480,600	530,000	564,000	579,600	598,900	614,568	623,672	633,571	
growth rate (%)	M			8.6	5.3	1.4	2.7	1.8	0.4	0.3	
	F			14.1	8.9	5.7	4.5	4.2	3.6	4.0	
F in Total/%			30.2	31.2	31.9	32.8	33.2	33.7	34.4	35.3	

* *Estimated.*

UNITED KINGDOM

Table III

DISTRIBUTION OF ENROLMENTS BY FIELD OF STUDY

		University type						Non-university type					
		Absolute figures			%			Absolute figures			%		
		1965/66 (1) (2)	1971/72	1973/74 (4)	1965/66	1971/72	1973/74	1965/66 (5)	1971/72 (5)	1973/74 (5)	1965/66	1971/72	1973/74
Pure science	M	39,405	62,045	61,553	25.2	26.5	25.6		10,140	10,825		5.9	6.4
	F	10,938	19,604	21,366	20.8	21.6	20.8		1,829	2,737		1.6	2.3
	T	50,343	81,649	82,919	24.1	25.1	24.1	10,472	11,969	13,562	4.7	4.1	4.7
Archit.	M	400	5,642	6,414	0.3	2.4	2.6		4,950	4,053		2.9	2.4
	F	47	808	1,186	0.1	0.9	1.1		449	509		0.4	0.4
	T	447	6,450	7,600	0.2	2.0	2.2	6,430	5,399	4,562	2.9	1.9	1.5
Technology	M	37,624	50,286	49,768	24.1	21.5	20.7		59,440	51,191(6)		34.3	30.2
	F	681	1,181	1,603	1.3	1.3	1.6		1,272	696(6)		1.1	0.6
	T	38,305	51,467	51,371	18.3	15.8	15.0	79,530	60,712	51,887(6)	35.5	21.0	17.9
Agric.	M	3,375	3,884	3,818	2.2	1.0	1.6		1,363	1,055		0.8	0.6
	F	498	972	1,219	0.9	1.0	1.2		209	158		0.2	0.1
	T	3,873	4,856	5,037	1.9	1.5	1.5	137	1,572	1,213	0.1	0.5	0.4
Tot.sc. & tech.	M	80,804	121,857	121,553	51.8	52.0	50.5		75,893	67,124		43.9	39.6
	F	12,164	22,565	25,374	23.1	24.8	24.7		3,759	4,100		3.3	3.4
	T	92,968	144,422	146,927	44.5	44.4	42.8	96,569	79,652	71,224	43.2	27.5	24.5
Med,sc.	M	15,839	19,260	20,643	10.1	8.2	8.6		4,201	4,284		2.4	2.6
	F	5,029	8,421	10,539	9.5	9.2	10.3		5,619	6,754		4.8	5.6
	T	20,868	27,681	31,182	10.0	8.5	9.1	2,888	9,820	11,038	1.3	3.4	3.8
Humanities	M	27,792	27,230	28,522	17.8	11.6	11.9		938	743		0.5	0.4
	F	20,265	26,876	28,029	38.5	29.5	27.3		2,081	1,918		1.8	1.6
	T	48,057	54,106	56,551	23.0	16.6	16.5	3,004	3,019	2,661	1.3	1.0	0.9

UNITED KINGDOM

Table III

DISTRIBUTION OF ENROLMENTS BY FIELD OF STUDY (cont'd :)

Educ.	M	5,735 (3)	9,592	10,260	3.7	4.1	4.3		35,870	36,607		20.7	21.6
	F	4,241 (3)	7,695	8,886	8.0	8.5	8.6		90,963	89,382		78.2	74.0
	T	9,976 (3)	17,287	19,146	4.8	5.3	5.6	81,700	126,833	125,989	36.5	43.8	43.4
Fine Arts	M	422	6,316	6,380	0.3	2.7	2.6		4,518	5,171		2.6	3.0
	F	97	8,082	8,737	0.2	8.9	8.5		4,060	5,014		3.5	4.2
	T	519	14,398	15,117	0.3	4.4	4.4	8,464	8,578	10,185	3.8	3.0	3.5
Law	M		9,197	9,484		3.9	3.9						
	F		2,329	3,029		2.6	2.9						
	T		11,526	12,513		3.6	3.6						
Social Sc.	M	25,508	40,404	43,316	16.3	17.3	18.0		51,120	55,085		29.6	32.5
	F	10,904	14,731	17,723	20.7	16.2	17.3		9,595	13,312		8.2	11.0
	T	36,412	55,135	61,039	17.4	17.0	17.8	30,171	60,715	68,397	13.5	21.0	23.6
Other	M		462	450		0.2	0.2		499	536		0.3	0.3
	F		246	366		0.3	0.4		189	250		0.2	0.2
	T		708	816		0.2	0.2	952	688	786	0.4	0.3	0.3
TOTAL	M	156,100	234,318	240,608	100.0	100.0	100.0		173,039	169,550	100.0	100.0	100.0
	F	52,700	90,945	102,683	100.0	100.0	100.0		116,266	120,730	100.0	100.0	100.0
	T	208,800	325,263	343,291	100.0	100.0	100.0	223,748	289,305	290,280	100.0	100.0	100.0

(1) Estimated number of female university students part-time as percent of 1971 figure ; total number 2,569.

(2) In the universities, Law students (5,694) are classified under Humanities ; Architecture (2,260), Fine Arts (1,275) and psychology are classified as Social Sciences.

(3) Development of Teacher Training.

(4) The distribution of part-time university students (24,388, of which 5,936 women) is as follows : Law students (in 1971 : 359 part-timers, 67 women) are classified under Humanities ; students in "Arts other than language" (1971 : 501, 229 women), psychology students (1971, 657, 207 women) are classified in Social Sciences ; students following other professional and vocational subjects are classified under Architecture (1971 : 89 part-timers, 28 women).

(5) Psychology and Law students are classified in Social Sciences.

(6) Applied chemistry, biology, physics students (1971 : 3,133, 766 women) are classified under Sciences.

UNITED KINGDOM

Table IV

DISTRIBUTION OF NEW ENTRANTS BY FIELD OF STUDY

		University type (full-time)						Non-university type					
		Absolute figures			%			Absolute figures			%		
		1965/66	1970/71	1973/74	1965/66	1970/71	1973/74	1965/66	1970/71	1973/74	1965/66	1970/71	1973/74
Pure science	M	10,615	13,316	12,930	27.8	30.6	29.8						
	F	3,893	5,271	5,768	25.1	25.8	24.9						
	T	14,508	18,587	18,698	27.1	29.0	28.1						
Archit.	M	(1)	584	703	(1)	1.3	1.6						
	F	(1)	156	197	(1)	0.8	0.8						
	T	(1)	740	900	(1)	1.2	1.3						
Techno-logy	M	9,576	10,056	8,952	25.1	23.1	20.7						
	F	255	263	347	1.6	1.3	1.5						
	T	9,831	10,319	9,299	18.3	16.1	14.0						
Agric.	M	703	793	804	1.9	1.8	1.9						
	F	156	245	301	1.0	1.1	1.3						
	T	859	1,038	1,105	1.6	1.6	1.7						
Tot.sc. & tech.	M	20,894	24,749	23,389	54.8	56.8	54.0						
	F	4,304	5,935	6,613	27.8	29.0	28.5						
	T	25,198	30,684	30,002	47.0	47.9	45.1						
Med.sc.	M	3,256	3,852	4,255	8.5	8.8	9.8						
	F	1,050	1,875	2,398	6.9	9.2	10.4						
	T	4,306	5,727	6,653	8.0	9.0	10.0						
Humanities	M	5,914	5,186	5,510	15.5	11.9	12.7						
	F	6,002	6,099	6,982	38.7	29.8	30.1						
	T	11,916	11,285	12,492	22.2	17.6	18.8						

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Table IV

DISTRIBUTION OF NEW ENTRANTS BY FIELD OF STUDY (cont'd :)

Educ.	M	237	462	107	0.6	1.2	0.3						
	F	123	658	340	0.8	3.1	1.5						
	T	360	1,120	447	0.7	1.7	0.7						
Fine Arts	M	(1)	1,626	1,495	(1)	3.7	3.5						
	F	(1)	2,335	2,329	(1)	11.5	10.1						
	T	(1)	3,961	3,824	(1)	6.2	5.7						
Law	M	(1)	1,771	2,142	(1)	4.1	4.9						
	F	(1)	542	840	(1)	2.7	3.6						
	T	(1)	2,313	2,982	(1)	3.6	4.5						
Social Sc.	M	7,858 (2)	5,835	6,388	20.6	13.4	14.7						
	F	4,003 (2)	2,974	3,582	25.9	14.5	15.5						
	T	11,861 (2)	8,809	9,970	22.1	13.8	15.0						
Other	M		57	54		0.1	0.1						
	F		51	70		0.2	0.3						
	T		108	124		0.2	0.2						
TOTAL	M	38,159	43,558	43,340	100.0	100.0	100.0				100.0	100.0	100.0
	F	15,482	20,449	23,154	100.0	100.0	100.0				100.0	100.0	100.0
	T	53,641	64,007	66,494	100.0	100.0	100.0				100.0	100.0	100.0

(1) Included in Humanities.
(2) Includes psychology.

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Table I

OVERALL DEVELOPMENTS

		1965/66	1966/67	1967/68	1968/69	1969/70	1970/71	1971/72	1972/73	1973/74	1974/75
ENROLMENTS											
Univ.type	A.	4,684,888	4,984,000*	5,325,000*	5,638,616	5,955,644	6,290,167	6,390,782	6,473,203	6,598,024	
	B.		(6.4)	(6.8)	(5.9)	5.6	5.6	1.6	1.3	1.9	
Non univ.type	A.	841,437	945,000*	1,081,000*	1,289,499	1,528,429	1,629,982	1,725,321	1,791,854	1,921,726	
	B.		(12.3)	(14.4)	(19.3)	18.5	6.6	5.8	3.8	7.2	
Total of higher educ.)	A.	5,526,325	5,928,000*	6,406,000*	6,928,115	7,484,073	7,920,149	8,116,103	8,265,057	8,519,750	8,900,000*
	B.		(7.4)	(8.1)	(8.1)	8.0	5.8	2.5	1.8	3.0	(4.5)
NEW ENTRANTS											
Univ.type	A.	1,041,025	989,000*	992,000*	1,076,077	1,107,116	1,126,368	1,095,547	1,065,128	1,076,140	
	B.		(- 5.0)	(0.3)	(8.5)	2.9	1.7	- 2.7	- 2.8	1.0	
Non univ.type	A.	400,797	389,000	447,000*	553,674	641,539	653,751	670,078	675,310	680,714	
	B.		(- 2.9)	(14.9)	(23.8)	15.9	1.9	2.5	0.8	0.8	
Total of higher educ.)	A.	1,441,822	1,378,000*	1,439,000*	1,629,751	1,748,655	1,780,119	1,765,625	1,740,438	1,756,854	1,850,000*
	B.		(- 4.4)	(4.4)	(13.2)	7.3	1.8	- 0.8	- 1.4	0.9	(5.3)
DEGREES AWARDED											
Bachelor & 1st prof. degree)	A.	551,047	590,547	666,710	764,185	827,234	877,676	926,870	1,004,700*	1,031,100*	
	B.		7.2	12.9	14.6	8.2	6.1	5.6	(8.4)	(2.6)	
Master's	A.	140,548	157,707	176,749	193,756	208,291	230,509	250,080	256,300*	270,100*	
	B.		12.2	12.1	9.6	7.5	10.6	8.5	(2.5)	(5.4)	
Doctorates	A.	18,237	20,617	23,089	26,188	29,866	32,107	33,330	34,100*	33,700*	
	B.		13.0	12.0	13.4	14.0	7.5	3.8	(2.3)	(-1.2)	
Non univ.type	A.	111,607	139,183	159,441	183,279	206,023	252,610				
	B.		24.7	14.5	14.9	12.4	22.6				

** Estimated.*

A Absolute figures.

B Annual growth rate (in %).

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Table II

ENROLMENTS BY SEX

		1965/66	1966/67	1967/68	1968/69	1969/70	1970/71	1971/72	1972/73	1973/74	1974/75
ENROLMENTS											
Univ.type	M	2,852,757	3,000,000*	3,170,000*	3,336,709	3,508,516	3,682,680	3,713,926	3,701,384	3,723,830	
	F	1,832,131	1,984,000*	2,155,000*	2,301,907	2,447,128	2,607,487	2,676,856	2,771,819	2,874,194	
	T	4,684,888	4,984,000*	5,325,000*	5,638,616	5,955,644	6,290,167	6,390,782	6,473,203	6,598,024	
growth rate (%)	M		5.2	5.7	5.3	5.1	5.0	0.8	- 0.3	0.6	
	F		8.3	8.6	6.8	6.3	6.5	2.7	3.5	3.7	
F in Total/%		39.1	39.8	40.5	40.8	41.1	41.4	41.9	43.4	43.6	
Non univ.type	M	521,846	577,000*	652,000*	782,293	910,631	953,961	1,003,172	999,238	1,048,458	
	F	319,591	368,000*	429,000*	507,206	617,798	676,021	722.149	792,616	873,268	
	T	841,437	945,000*	1,081,000*	1,289,499	1,528,429	1,629,982	1,725,321	1,791,854	1,921,726	
growth rate (%)	M		10.6	13.0	20.0	16.4	4.8	5.2	- 0.4	4.9	
	F		15.1	16.6	18.2	21.8	9.4	6.8	9.8	10.2	
F in Total/%		38.0	38.9	39.7	39.3	40.4	41.5	41.8	44.2	45.4	
Total of higher educ.)	M	3,374,603	3,577,000*	3,822,000*	4,119,002	4,419,147	4,636,641	4,717,098	4,700,622	4,772,288	4,900,000*
	F	2,151,722	2,351,000*	2,584,000*	2,809,113	3,064,926	3,283,508	3,399,005	3,564,435	3,747,462	4,000,000*
	T	5,526,325	5,928,000*	6,406,000*	6,928,115	7,484,073	7,920,149	8,116,103	8,265,057	8,519,750	8,900,000*
growth rate (%)	M		6.0	6.8	7.8	7.3	4.9	1.7	- 0.3	1.5	(2.7)
	F		9.3	9.9	8.7	9.1	7.1	3.5	4.9	5.1	(6.7)
F in Total/%		38.9	39.7	40.3	40.5	40.9	41.5	41.9	43.1	44.0	(44.9)

* *Estimated.*

UNITED STATES

Table III

NEW ENTRANTS BY SEX

		1965/66	1966/67	1967/68	1968/69	1969/70	1970/71	1971/72	1972/73	1973/74	1974/75
NEW ENTRANTS											
Univ.type	M	587,789	555,000*	548,000*	591,443	608,089	608,823	585,393	560,035	562,324	
	F	453,236	434,000*	444,000*	484,634	499,027	517,545	510,154	505,093	513,816	
	T	1,041,025	989,000*	992,000*	1,076,077	1,107,116	1,126,368	1,095,547	1,065,128	1,076,140	
growth rate (%)	M		(- 5.6)	(- 1.3)	(7.9)	2.8	0.1	- 3.8	- 4.3	0.4	
	F		(- 4.2)	(2.3)	(9.1)	3.0	3.7	- 1.4	- 1.0	1.7	
F in Total/%		43.5	(43.9)	(44.8)	45.0	45.1	45.9	46.6	47.4	47.7	
Non univ.type	M	241,426	232,000*	266,000*	333,137	377,630	374,971	382,466	368,769	368,459	
	F	159,371	157,000*	181,000*	220,537	263,909	278,780	287,612	306,541	312,255	
	T	400,797	389,000*	447,000*	553,674	641,539	653,751	670,078	675,310	680,714	
growth rate (%)	M		(- 3.9)	(14.6)	(25.2)	13.3	- 0.7	2.0	- 3.6	-0.1	
	F		(- 1.5)	(15.3)	(21.8)	19.7	5.6	3.2	6.6	1.9	
F in Total/%		39.8	(40.4)	(40.5)	39.8	41.1	42.6	42.9	45.4	45.9	
Total of higher educ.)	M	829,215	787,000*	814,000*	924,580	985,719	983,794	967,859	928,804	930,783	980,000*
	F	612,607	591,000*	625,000*	705,171	762,936	796,325	797,756	811,634	826,071	870,000*
	T	1,441,822	1,378,000*	1,439,000*	1,629,751	1,748,655	1,780,119	1,765,625	1,740,438	1,756,854	1,850,000*
growth rate (%)	M		(- 5.1)	(3.4)	(13.6)	6.6	- 0.2	- 1.6	- 4.0	0.2	(5.3)
	F		(- 3.5)	(5.7)	(12.8)	8.2	4.4	0.2	1.7	1.8	(5.3)
F in Total/%		42.5	(42.9)	43.4)	43.3	43.6	44.7	45.2	46.6	47.0	47.0)

* *Estimated.*

UNITED STATES

Table IV (a)

DISTRIBUTION OF GRADUATES BY FIELD OF STUDY

(absolute figures)

	Bachelor's First professional } degree			Master's degree			Doctor's degree		
	1965/66	1970/71	1973/74 (1)	1965/66	1970/71	1973/74 (1)	1965/66	1970/71	1973/74 (1)
Pure science	63,671	81,956	88,040	13,979	17,286	18,020	5,924	9,234	8,390
Architecture	2,663	5,570	7,560	702	1,705	2,180	12	36	60
Technology	37,971	50,046	47,180	13,717	16,457	16,640	2,315	3,638	3,320
Agriculture	7,863	12,672	14,710	2,034	2,457	2,750	716	1,086	830
Tot. sc. & tech.	112,168	150,244	157,490	30,432	37,891	39,590	8,967	13,994	12,600
Medical sc.	28,602	40,385	51,610	2,833	5,749	7,960	251	466	470
Humanities	84,591	137,326	163,090	17,762	28,897	33,140	2,614	5,018	5,690
Education	115,173	176,571	208,530	49,905	88,716	107,530	3,034	6,398	7,500
Fine Arts	18,679	30,394	37,940	5,019	6,675	8,170	476	621	620
Law	13,481	17,421	29,000						
Social sciences	160,099	295,755	347,670	30,105	55,756	66,110	2,509	5,064	6,070
Other (2)	18,254	29,580	35,770	4,492	6,825	7,600	386	546	750
TOTAL M	328,853	511,138	582,870	93,963	138,146	151,800	16,121	27,530	27,200
F	222,194	366,538	448,230	47,485	92,363	118,300	2,116	4,577	6,500
T	551,047	877,676	1,031,100	140,548	230,509	270,100	18,237	32,107	33,700

1) *Estimated.*
2. *Includes : home economics, law, military science, theology and interdisciplinary studies.*

UNITED STATES

Table IV (b)

DISTRIBUTION OF GRADUATES BY FIELD OF STUDY

(in %)

	Bachelor's First professional } degree			Master's degree			Doctor's degree		
	1965/66	1970/71	1973/74	1965/66	1970/71	1973/74	1965/66	1970/71	1973/74
Pure science	11.6	9.3	8.6	9.9	7.5	6,7	32.5	28.8	24,9
Architecture	0.5	0.6	0.7	0.5	0.7	0,8	0.1	0.1	0,2
Technology	6.9	5.7	4,6	9.9	7.1	6.2	12.7	11.3	9,8
Agriculture	1.4	1.5	1.4	1.4	1.1	1,0	3.9	3.4	2,5
Tot. Sc.& Tech.	20.4	17.1	15,3	21.7	16.4	14.7	49.2	43.2	37,4
Medical sc.	5.2	4.6	5,0	2.0	2.5	2,9	1.4	1.5	1,4
Humanities	15.4	15.6	15,8	12.6	12.5	12,3	14.3	15.6	16,9
Education	20.9	20.1	20,2	35.5	38.5	39,8	16.6	19.9	22,3
Fine Arts	3.4	3.5	3.7	3.6	2.9	3,0	2.6	1.9	1.8
Law	2.4	2.0	2.8						
Social sciences	29.0	33.7	33,7	21.4	24.2	24,5	13.8	15.8	18,0
Other	3.3	3.4	3.5	3.2	3.0	2,8	2.1	1.7	2,2
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

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Table I

OVERALL DEVELOPMENTS

		1965/66	1966/67	1967/68	1968/69	1969/70	1970/71	1971/72	1972/73	1973/74	1974/75
ENROLMENTS											
Univ.type	A.	116,273	120,110	128,240	147,497	161,800	180,129	194,026	210,241	234,639	252,551
	B.		3.3	6.8	15.0	9.7	11.3	7.7	8.3	11.6	7.2
Non univ.type	A.	68,650	75,344	82,570	83,947	77,901	81,074	88,520	91,517	93,897	108,100
	B.		9.7	9.6	1.7	- 7.2	4.0	9.2	3.4	2.6	15.1
Total of higher educ.)	A.	184,923	195,454	210,810	231,444	239,701	261,203	282,546	301,758	328,536	359,651
	B.		5.7	7.8	9.8	3.6	8.9	8.2	6.8	8.9	9.5
NEW ENTRANTS											
Univ.type	A.	54,313	53,506	55,810	66,550	75,335	79,506	85,280	93,653	101,291	110,643
	B.		- 1.4	4.3	19.2	13.2	5.5	7.3	9.8	8.3	9.2
Non univ.type	A.	49,807	53,001	57,996	54,284	53,893	57,504	61,597	58,494	64,134	77,308
	B.		6.4	9.4	- 6.4	- 0.7	6.7	7.1	- 0.5	9.6	20.5
Total of higher educ.)	A.	104,120	106,507	113,806	120,834	129,228	137,010	146,877	152,147	165,525	187,951
	B.		2.3	6.8	6.2	6.9	6.0	7.2	3.6	8.8	13.5
DEGREES AWARDED											
Univ. 1st level)	A.	15,900	16,414				16,087	16,096	17,355	19,961	21,808
	B.		3.2					0.05	7.8	15.0	9.2
Doccorates	A.	136	132	100 *	177	194	315	371	369	454	
	B.		- 2.9			9.6	62.4	17.7	- 0.5	23.0	
Master's	A.	457	450	400 *	402	460	730	665	835	1,124	
	B.		- 1.5			14.4	58.7	- 8.9	25.6	34.6	
Non univ.type	A.	15,900	16,414				15,785	15,683	15,782	17,754	19,913
	B.		3.2					- 0.6	0.6	12.5	12.2

* *Estimated.*
A Absolute figures,
B Annual growth rate (in %).

ENROLMENTS BY SEX

		1965/66	1966/67	1967/68	1968/69	1969/70	1970/71	1971/72	1972/73	1973/74	1974/75
ENROLMENTS											
Univ.type	M	78,410	78,933	82,279	93,130	100,486	110,904	118,749	126,417	139,982	150,729
	F	37,863	41,177	45,961	54,367	61,314	69,225	75,277	83,824	94,657	100,822
	T	116,273	120,110	128,240	147,497	161,800	180,129	194,026	210,241	234,639	251,551
growth rate (%)	M		0.7	4.2	13.2	7.9	10.4	7.1	6.5	10.7	7.7
	F		8.7	11.6	18.3	12.8	12.9	8.7	11.3	12.9	6.5
F in Total/%		32.6	34.3	35.8	36.9	37.9	38.4	38.8	39.9	40.3	40.1
Non univ.type	M	44,502	47,058	49,905	49,934	44,115	47,288	52,386	51,690	51,618	61,777
	F	24,148	28,286	32,665	34,013	33,786	33,786	36,134	39,827	42,279	46,323
	T	68,650	75,344	82,570	83,947	77,901	81,074	88,520	91,517	93,897	108,100
growth rate (%)	M		5.7	6.0	0.1	- 11.6	7.2	10.8	- 1.3	- 0.1	19.7
	F		17.1	15.5	4.1	- 0.7	0.0	6.9	10.2	6.2	9.6
F in Total/%		35.2	37.5	39.6	40.5	43.4	41.7	40.8	43.5	45.0	42.8
Total of higher educ.)	M	122,912	125,991	132,184	143,064	144,601	158,192	171,135	178,107	191,600	212,506
	F	62,011	69,463	78,626	88,380	95,100	103,011	111,411	123,651	136,936	147,145
	T	184,923	195,454	210,810	231,444	239,701	261,203	282,546	301,758	328,536	359,651
growth rate (%)	M		2.5	4.9	8.2	1.1	9.4	8.2	4.1	7.6	10.9
	F		12.0	13.2	12.4	7.6	8.3	8.1	11.0	10.7	7.5
F in Total/%		33.5	35.5	37.3	38.2	39.7	39.4	39.4	41.0	41.7	40.9

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Table III

DISTRIBUTION OF ENROLMENTS BY FIELD OF STUDY

		University type						Non-university type					
		Absolute figures			%			Absolute figures			%		
		1965/66	1970/71	1973/74	1965/66	1970/71	1973/74	1965/66	1970/71	1973/74	1965/66	1970/71	1973/74
Pure science	M	6,069	6,825	7,806	7.7	6.1	5.6						
	F	3,741	6,380	7,514	9.7	9.2	7.9						
	T	9,810	13,213	15,320	8.4	7.3	6.5						
Archit.	M	1,921	2,078	2,296	2.4	1.9	1.6						
	F	1,361	1,665	1,860	3.6	2.4	2.0						
	T	3,282	3,743	4,156	2.8	2.1	1.8						
Technology	M	23,164	36,454	45,971	29.5	32.9	32.8	10,228	17,366	19,839	23.0	36.7	38.4
	F	3,684	7,559	9,411	9.7	10.9	9.9	1,181	3,209	3,797	4.9	9.5	9.0
	T	26,848	44,013	55,382	23.1	24.4	23.6	11,409	20,575	23,636	16.6	25.4	25.2
Agric.	M	7,245	8,633	8,234	9.2	7.8	5.9	1,353	1,528	1,501	3.0	3.2	2.9
	F	1,786	2,516	3,062	4.7	3.8	3.2	134	302	326	0.6	0.9	0.8
	T	9,031	11,249	11,296	7.8	6.3	4.8	1,487	1,830	1,827	2.2	2.2	1.9
Tot.sc. & tech.	M	38,399	53,990*	64,307*	48.8	48.7	45.9	11,581	18,894	21,340	26.0	39.9	41.3
	F	10,572	18,228	21,847	27.7	26.3	23.0	1,315	3,511	4,123	5.4	10.4	9.8
	T	48,971	72,218*	86,154*	42.1	40.1	36.7	12,896	22,405	25,463	18.8	27.6	27.1
Med.sc.	M	7,222	7,612	8,212	9.2	6.9	5.9	627	499	638	1.4	1.1	1.3
	F	6,701	8,968	11,450	17.7	12.9	12.1	1,363	2,375	3,712	5.6	7.0	8.0
	T	13,923	16,580	19,662	12.0	9.2	8.4	1,990	2,874	4,350	2.9	3.6	4.6
Humanit.	M	5,910	8,843	10,357	7.5	8.0	7.4						
	F	7,795	15,346	16,908	20.6	22.2	17.9						
	T	13,705	24,189	27,265	11.8	13.4	11.6						

DISTRIBUTION OF ENROLMENTS BY FIELD OF STUDY (cont'd.)

Educ.	M	2,305	2,499	2,883	2.9	2.2	2.1	12,802	10,464	8,822	28.8	22.1	17.1
	F	905	800	956	2.4	1.2	1.0	11,655	13,867	13,998	48.3	41.0	33.1
	T	3,210	3,299	3,839	2.8	1.8	1.6	24,457	24,331	22,820	35.6	30.0	24.3
Fine Arts	M	1,229	1,356	1,589	1.6	1.2	1.1						
	F	785	990	1,152	2.1	1.4	1.2						
	T	2,014	2,346	2,741	1.7	1.3	1.2						
Law	M	9,377	14,817	21,251	12.0	13.4	15.2	141	3,828	3,052	0.3	8.1	5.9
	F	4,587	9,770	17,091	12.1	14.1	18.1	62	2,362	2,729	0.3	7.0	6.4
	T	13,964	24,587	38,342	12.0	13.7	16.4	203	6,190	5,781	0.3	7.6	6.2
Social Sc.	M	13,968	21,757	31,383	17.8	19.6	22.4	18,239	13,603	17,766	41.0	28.8	34.4
	F	6,518	15,153	25,253	17.2	21.9	26.7	9,696	11,671	17,717	40.1	34.6	41.9
	T	20,486	36,910	56,636	17.6	20.5	24.1	27,935	25,274	35,483	40.7	31.2	37.8
Other	M							1,112			2.5		
	F							57			0.2		
	T							1,169			1.7		
TOTAL	M	78,410	110,904	139.982	100.0	100.0	100.0	44,502	47,288	51,618	100.0	100.0	100.0
	F	37,863	69,225	94.657	100.0	100.0	100.0	24,184	33,786	42,279	100.0	100.0	100.0
	T	116,273	180,129	234.639	100.0	100.0	100.0	68,650	81,074	93,897	100.0	100.0	100.0

* *Estimated.*

Part I

ANNEX II

STATISTICAL SOURCES

ENROLMENTS IN HIGHER EDUCATION

As indicated in Chapter I, we have tried to present the data so that it can be readily compared with OECD material concerning the sources used and with their distinction between university and non-university types of education.

The main sources used throughout the study were as follows :

1. *BELGIUM*

- University type education

  Fondation Universitaire, Bureau de statistiques universitaires, Rapports Annuels, 1966-1975.

- Non-university type education

  . 1965-1966 : Ministry of Education and the National Institute of Statistics. Annuaire Statistique de l'Enseignement.

  . 1967-1969 :
  . 1972-1973 :) Annuaire Statistique de la Belgique

It is only since 1970 that teacher training for primary schools has been considered as of higher education (short cycle) level in Belgium. Statistics relevant to this type of education are only included in the non-university sector from 1972 onwards therefore.

2. *DENMARK*

- 1965-1972

  Annual Statistics of Education, volume II, tables by country, OECD, Paris, 1975.

- 1973

  Uddannelsestatistik no. 19, De Videregående Uddannelser, 1973.

- 1974

  Uddannelsestatistik no. 2, March 1975.

3. *FRANCE*

Ministère de l'Education. Tableaux de l'Education Nationale.
Since 1974 :
Ministère de l'Education. Tableaux des Enseignements et de la Formation.

4. *GERMANY*

- 1965-1971

  Bundesminister für Bildung und Wissenschaft : Grunddaten, Bonn, 1974.

- 1972-1974

  Bundesminister für Bildung und Wissenschaft : Informationen : Bildung-Wissenschaft, 25 September 1975.

This is a different source from that of OECD who used :

Statistisches Bundesamt : Bevölkerung und Kultur, Reihe 10, Bildungswesen, Volumes II, III and V.

Unfortunately, however, this does not cover the period after 1971.

5. *ITALY*

- 1965-1971

  Instituto Centrale di Statistica. Annuario Statistico dell'istruzione italiano.

- 1972

  Instituto Centrale di Statistica. Bollettino Mensile di statistica, August 1974.

- 1973 and 1974

  Unpublished sources.

6. *JAPAN*

- 1965-1972

  Statistical Yearbooks of Japan.

- 1973

  Education, Science and Culture in Japan : 1974

Unlike the Educational Statistics Yearbook of OECD, we have not taken into account the enrolments of the last two years in the Technical colleges.

7. *THE NETHERLANDS*

Centraal Bureau voor de Statistiek. Statistiek van het Wetenschappelijk Onderwijs.

8. *SWEDEN*

University-type education

Statistika Centralbyrån. Utbildningsstatistiek 1960-1973.

9. *UNITED KINGDOM*

- Universities

  Department of Education and Science. Statistics of Education, volume 6. HMSO.

- Teacher Training Colleges and Further Education
  - England and Wales

    Department of Education and Science. Statistics of Education, volumes 3 and 4. HMSO.

  - Scotland

    Scottish Education Department. Scottish educational statistics. HMSO.

  - Northern Ireland

    Department of Education for Northern Ireland. Education Statistics. HMSO.

10. *UNITED STATES*

US Department of Health, Education,and Welfare. Projections of educational statistics to 1983/1984, GPO.

American Council of Education. A fact book on Higher Education.

11. *YUGOSLAVIA*

Yugoslavia : Annual Statistics.

For Yugoslavia, the distinction between university and non-university education used in this study does not correspond to that of the educational statistics yearbook of OECD. The Fakulteti, the Umetnicke Akademije and the Visoke Skole are considered as being university type institutions, while the Vise Skole are placed in the non-university sector.

Part I

ANNEX III

DEFINITIONS OF UNIVERSITY AND NON-UNIVERSITY TYPES OF HIGHER EDUCATION

UNIVERSITY AND NON-UNIVERSITY TYPES OF HIGHER EDUCATION

Generally speaking, this study has used the definitions of these two categories of higher education, given in the OECD report Development of Higher Education 1950-67 (1).

The relevant passage is as follows :

TYPES OF HIGHER EDUCATION

> *"For the purposes of the survey, the higher education systems of most countries have been broken down into two categories :*
> *(a) university-type higher education and*
> *(b) non-university type higher education.*
> *In principle this classification aims at dividing new entrants, enrolments, and degrees awarded on the basis of the two major types of higher education. Considered as university type courses are those leading to terminal university type degrees, with relatively high admission requirements (full secondary education certified by a strictly prescribed terminal examination such as the French Baccalauréat, the German Abitur, the English GCE A-level, etc.), and a clearly longer duration of studies (four to five years as a minimum, exceptionally three) than in the country's non-university sector.*
>
> *The non-university type higher education as defined in the present survey covers courses leading to degrees not considered equivalent to university degrees (below-degree level), where admission requirements, although sometimes identical to those for university type courses, are often less stringent (less than complete secondary education, without the traditional terminal examination) and where the duration of studies is usually shorter (one to three, exceptionally four years).*

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(1) Op. cit. p. 2 above. The definitions are on pp. 10-11 of the report.

In the majority of cases non-university type courses are provided in other than university institutions (technical colleges, teacher training establishments, two-year junior colleges, etc.) and university type courses, in university type institutions (Universities, Technical Universities, Grandes Ecoles, independent professional faculties or schools, etc.). However, numerous exceptions exist: non-university type courses given within universities and full university (degree level) courses administered by non-university institutions. Even so, the present survey, because it focuses on type of education provided rather than on the institution itself, considers students enrolled in the former as receiving non-university type and those in the latter, university type higher education.

It must, of course, be remembered that a clear-cut distinction between university and non-university type higher education is often difficult to establish in a single country and, even more so, internationally. What is considered of university type in one country might be viewed as of non-university type in another, and vice versa. Therefore, the criteria used in the present survey result in only approximations which do not imply value judgements on the absolute standards and academic levels of the two types of higher education. It therefore appeared as misleading to speak of university and non-university levels of higher education, although the terminology has been used in numerous national and international documents.

It should also be stressed that for the future, and in some cases even presently, the distinction between university and non-university higher education in many countries tends to be more and more blurred and may eventually disappear. This is, or will be, due mainly to profound structural changes in the system leading to an increased mobility and transferability of students between different types of higher education institutions and courses."

A more precise definition by country is given with the introductory notes to each national survey.

It can be said therefore that the following can be considered university-type institutions (amongst others)

- the *Grandes Ecoles* in France
- the *4-year colleges* in the United States
- all degree level courses in further education in the United Kingdom (including therefore most *Polytechnic* students) and all graduate courses in *Colleges of education*.
- the *Pädagogische Hochschulen* in Germany
- all *technical universities* in countries such as Germany, Italy and the Netherlands.

The following (again, amongst others) can be considered non-university institutions :

- the *IUT's* in France
- *Junior Colleges* in the United States and Japan
- Sub-degree level courses in further education in the United Kingdom
- the *Fachhochschulen* in Germany
- the *Vise Skole* in Yugoslavia
- two or three year courses in universities, leading to a vocational diploma rather than a degree in Italy (for example in physical education or statistics).

PART II

TOWARDS ZERO GROWTH IN HIGHER EDUCATION ?

Some thoughts on recent student flows.

by Ladislav Cerych.

1. *INTRODUCTION*

The last sentence of Part I indicates that the study of the recent evolution of student flows can only lead to the conclusion "that the first half of the seventies presents the analyst of today with far more uncertainty than 1960/70 did for the analyst then". This will appear a disappointing conclusion after so much effort, but it reflects the deeply rooted perplexity of higher education systems in the last third or quarter of the 20th century. It is my intention to argue that errors in the prediction of future student flows, made almost everywhere in the fifties, sixties, and early seventies were due not only to a deficient statistical apparatus or imperfect forecasting techniques but also to a major lack of understanding of the nature of higher education itself, as it has developed in the previous twenty or thirty years. This lack of understanding concerned higher education as a social subsystem per se as well as its relations (or their absence) with other subsystems or aspects of society as a whole. This in fact implied at least a tentative answer to the question "why is the analyst of today faced with more uncertainty than the analyst of yesterday ?" and, indirectly, a search for the analytical tools or, more modestly, the elements of a conceptual framework which will allow a better understanding of higher education today and in the future.

2. *THE LATEST FIGURES*

The best way to proceed is to consider at the outset the data for the most recent years, particularly 1974/75 and 1975/76 - data not included in the tables of Part I of the present report (1).

The figures in all four of the countries in Table I - the Netherlands, France, Sweden and the United Kingdom - appear to point towards a surprising conclusion. The decline in the growth rate of enrolments, fairly general almost everywhere in the early seventies is not confirmed for 1975/76 or even 1974/75. The number of students in French universities is 6 % up compared with 2.7 % in the previous year : the number of new entrants to British universities has risen by almost the same amount and a similar growth in both the total number of students and new entrants can be seen for 1975/76 in the Netherlands. The case of Sweden is even more striking. It will be recalled that among the eleven countries examined in Part I of the report, Sweden not only had a declining, but a negative growth rate. This is still true in 1974 and 1975 when looking at total enrolments, but quite the opposite when considering numbers of new entrants which increased

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(1) *The reasons for not including this information are well known to all who have to deal with comparative educational statistics ; most countries publish their official statistics with a delay of at least eighteen months, if not more. It is only when data can be traced in a detailed and coherent manner from one year to the next, that a meaningful international comparison can be made and a consistent series established even in only one country. Statistics available for the current year and often for the year, possibly two, that preceded it, are usually incomplete, can only be considered as provisional and are subject to corrections some quite important by the central offices issuing the figures. Sometimes also the latest data is published by bodies other than the central statistical offices, and collected by different methods than those used for the official version. Experience has shown that the provisional data can often vary by several percent from definitive figures published two years later. Thus, using the former in order to complete the latter can produce growth rates positive or negative which are in fact meaningless or even misleading. In turning therefore to latest figures, the reader should be aware of these caveats, of the highly provisional nature of the data, and of its inconsistency at time with the figures presented in Part I. The only purpose in putting them forward is to illustrate some of the arguments to be developed further, and in this context, the exact size of change in enrolments is not of major relevance.*

Table 20

SOME RECENT QUANTITATIVE DEVELOPMENTS

(Absolute figures and annual growth rates (in %) over preceding year)

Country	Year	Total enrolments	Growth rate	New Entrants	Growth rate
FRANCE Universities and IUT's	Dec. 73	745,242			
	Dec. 74	765,431	2.7		
	Dec. 75	811,258	6.0		
IUT's only	Dec. 73	39,280			
	Dec. 74	41,949	6.8		
	Dec. 75	43,524	3.8		
NETHERLANDS University students	Dec. 71	112,873 (1)		19,251 (1)	
	Dec. 74	112,528	0.0	18,005	- 6.5
	Dec. 75	120,134	6.8	19,040	5.7
SWEDEN	Fall 73	107,790		22,970 15,769 (2)	
	Spring 74	105,075		11,937 6,584 (2)	
	Fall 74	106,616	- 1.1	24,115 16,345 (2)	5.0 3.6
	Spring 75	103,551	- 1.5	13,426 7,382 (2)	12.5 12.1
GREAT BRITAIN (3)	Fall 71			61,535	
	Fall 72			62,709	1.9
	Fall 73			64,031	2.2
	Fall 74			66,444	3.8
	Fall 75			70,319	5.8

(1) Data for 1972 and 1973 not available ; growth rates for 1974 are calculated in relation to 1971.

(2) The two figures for each date correspond to the two categories of new entrants recorded in Swedish statistics. Upper line : all newly registered students in different fields of study ; lower line : students registered for the first time in higher education.

(3) Includes British and overseas students admitted to all British universities except the Open University. This does not include students admitted for advanced degree courses in Polytechnics and other institutions of Further Education who in Part I of the report are counted as belonging to "university-type higher education". According to a communication of the Department of Education and Science of August 1976, total admissions to British universities in October 1975 appear as 73,139 compared to 69,005 in October 1974, thus an annual growth of 6 %.

SOURCES :

. France : Ministère de l'Education. Secrétariat d'Etat aux Universités. Service des Etudes Informatiques et Statistiques. Service Central des Statistiques et Sondages. Note d'Information. N° 76-04. Vanves, 30 janvier 1976.

. Netherlands : Centraal Bureau voor de Statistiek. The Hague.

. Sweden : Statistika Centralbyrån. Statistika medeelanden, Nr U 1975 : 41. Stockholm, 1975.

. Great Britain : Universities Central Council on Admissions. Thirteenth report. London, January 1976.

by 5 % between the winter term 1974/75 and 1973/74 and by 12.5 % between spring terms of these two academic years (1). This trend would appear to be confirmed by a recent announcement concerning the winter term 1975/76 in which the number of new entrants into "free faculties" (i.e. those where no *numerus clausus* measures are applied) increased by 17 % between January 1975 and January 1976 (2).

At this point in time, it is not possible to say whether, or to what extent, this apparent reversal of a trend so clearly evident in the early seventies, applies more generally or remains an isolated phenomenon both in time and geographically. But partial and provisional information from some other countries as well as part of the data appearing in Annex I of this report seems to indicate that similar developments can also be found elsewhere. Thus, according to figures issued by the National Center for Educational Statistics of the Department of Health, Education, and Welfare in the United States, there was an 8.8 % increase in 1975/76 enrolments in American colleges and universities, the biggest jump since 1965 when enrolments grew by 12.1 % (3). In fact, as shown earlier (4), this new trend has already started in 1974/75 when total enrolments in American higher education grew by 4.5 % and new entrants by 5.3 % compared with 3 % and 0.9 % respectively in the previous year, and 1.8 % and - 1.4 % in 1972/73.

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(1) *The Swedish statistics distinguish between the "newly registered" (*nyinskrivna*) and "for the first time registered" (*för första gången nyinskrivna*) students, the former category comprising all new registrations in different fields of study, including therefore students already registered who have changed courses ; the latter group includes only those who have actually entered higher education for the first time.*

(2) *Central Statistical Office. Press-release. No. 1976 : 29. Stockholm.*

(3) *The New York Times. Dec. 10, 1975.*

(4) *See p. 132 above.*

3. *THE SPECIAL CASE OF GERMANY*

It will be recalled that Germany, contrary to most other countries, continued with its high growth rates in the early seventies. It is therefore of particular interest to examine in greater detail the latest quantitative developments there (1) and these are outlined in Table 21.

Clearly, Germany does not follow the same pattern as the countries in Table 20. On the contrary, its highest growth rates are those of the opening years of the seventies with a slowdown towards 1975. It is interesting that this slowdown is particularly significant in university higher education (and within that sector especially teacher training) while the non-university sector - mainly the technical colleges representing about a quarter of total enrolments and a third of new entrants - continued to grow at a relatively high pace. The trend is more obvious (as it was the other way in the case of Sweden) when considering numbers of new entrants rather than those of total enrolments. Thus, the total student university population increased by 5.7 % in 1975/76 over 1974/75, while for the same years the number of newly registered students decreased by 1.5 %.

Obviously, there are several possible explanations of this but only the developments of the years to come will allow any more serious analysis. However, at this stage, it may be worthwhile to mention briefly two possible but very general interpretations.

First, it could be argued that since the most important developments in Germany's higher education system have been some five to ten years later than in most of the other western countries, the deceleration accruing

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(1) Fortunately, a less hazardous task than in most countries owing to the recent publication, in May 1976, by the Federal Statistical Office, of coherent statistical series covering the period 1970 to end of 1975. The base of these statistics is slightly different from that used previously, but the degree of comparability with a very few exceptions remains relatively high.

Table 21

RECENT QUANTITATIVE DEVELOPMENTS OF HIGHER EDUCATION IN GERMANY

(Absolute figures and annual growth rates (in %) over preceding year)

	Year	Enrolments	Growth rate	New Entrants	Growth rate
GERMANY (1)					
- University type	Fall 70	411,951		70,373	
	71	463,128	+ 12.4	82,053	+ 16.6
	72	508,715	+ 9.8	86,260	+ 5.1
	73	558,234	+ 9.7	87,285	+ 1.2
	74	602,132	+ 7.9	90,788	+ 4.0
	75	636,585	+ 5.7	89,390	- 1.5
- Non-university type	Fall 71	131,603		28,671	
	72	124,819	- 0.3	27,469	- 4.2
	73	137,309	+ 10.0	32,103	+ 16.9
	74	148,372	+ 8.1	32,895	+ 2.5
	75	160,600	+ 8.2	35,662	+ 8.4
- Total higher education	Fall 70	499,827			
	71	597,647	+ 19.6	111,562	
	72	660,701	+ 10.6	120.822	+ 8.3
	73	720,478	+ 9,0	120,172	- 0.5
	74	789,617	+ 9,6	132,660	+ 10.4
	75	840,757	+ 6.5	134,202	+ 1.2

(1) Includes German and foreign students. The total of higher education is higher than the addition of university and non-university types. The difference corresponds to numbers of students in comprehensive universities (Gesamthochschulen) · around 40,000 enrolments and 9,000 new entrants in the later years.

SOURCE : Statistisches Bundesamt : Bevölkerung und Kultur, Reihe 10, Hochschulbesuch. Wiesbaden, May 1976.

generally around 1970, had also to take place in Germany but with some time lag. From a comparative point of view such a hypothesis is very attractive because it would point to the existence of some "universal law" governing the development of higher education. Under this law long periods of expansion must necessarily be followed by periods of stagnation on account of the existence of a number of temporary ceilings caused by a variety of factors : for example graduate unemployment, decrease in the salary differential between those with and without a higher education diploma, etc.

Whether in the case of Germany such a hypothesis could be substantiated beyond a merely theoretical reasoning is open to question, but on the other hand it is equally difficult to prove that it is entirely wrong. Certainly at this point, the question must be posed, as to how to explain the fact that although the growth of numbers of new entrants into universities has declined significantly between 1972 and 1975, the corresponding growth rates in the non-university (more vocationally oriented) sector have remained very substantial ?

In the autumn of 1975, students entering into universities were only 3.6 % more numerous than in that of 1972 ; yet at the same time, the number of new entrants into the non-university institutions increased by 29.8 % . *Prima facie* this could seem to imply a sudden drop in the attractiveness of universities to the benefit of the technical colleges (the *Fachhochschulen*). If this is the case then the hypothesis above might be partly confirmed.

However a second - more plausible - explanatory hypothesis might be applied, according to which the recent slowdown in the growth of German higher education is merely the result of *numerus clausus* measures introduced over a widening area since, precisely 1972. As access to more and more fields of study becomes limited, the relatively small growth in student numbers must not, according to this hypothesis, be interpreted as a drop in the real demand for higher education, but merely as the consequence of a limited offer of places. The continuing growth of student numbers in the non-university sector can then be explained as being caused by those who enter it *faute de mieux* either because they were rejected by the universities and/or because they intend to use it as a "waiting room", increasing their chances of entering university at a later stage (1).

Most probably, the real explanation of the slowdown is a combination of the two hypotheses : a somewhat diminished attractiveness of the universities, and Germany's restrictive admission policies. It is likely that the latter is more important than the former but only an extensive analysis could show the relative weight of the different explanatory factors (2). An explanation might also be forthcoming, if and when *numerus clausus* measures are partly or virtually abolished, as contemplated in many places in Germany during the course of the first part of 1976 (3).

One other striking fact arising from Table 21 should be mentioned : the comparison between rates of growth of total enrolments and new entrants. During the period 1971 to 1975, total enrolments in the universities increased by 37.5 % and numbers of new entrants by 8.9 %. For the period 1972 to 1975 these figures were 25.1 % and 3.6 % respectively. In the technical colleges, the growth of overall enrolments was 22 % for 1971 to 1975 and 28.7 % for 1972 to 1975. At the same time numbers of new entrants grew by 24.4 % and 29.8 % ; in other words at roughly the same pace as overall enrolments.

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(1) *The prevailing* numerus clausus *rules provide a special quota for graduates of technical colleges.*

(2) *A recent investigation sponsored by the Bund-Länder-Kommission für Bildungsplanung und Forschungsförderung ("Diagnose und Massnahmenvorschläge zur Minderung der Beschäftigungsrisiken von Jugendlichen". Dok. K 42/76 - roneo. Bonn, 1976, p. 37) concludes that in 1974/75, 78.8 % of secondary school certificate holders ("Abiturienten") intended to continue their studies as against 89.7 % in 1971/72. 12.4 % were undecided and 8.8 % had definitely no intention of continuing post-secondary education compared with 6.2 % and 4.1 % respectively in 1971/72.*

(3) *See p. 166 below.*

The main explanation for the considerable difference between the two growth patterns in the universities cannot be sought except in an important lengthening of the duration of studies and/or in the strengthening of the "parking" function of certain of their parts, i.e. the still completely open fields of study being used as "waiting rooms" with a view to later entry into more restricted fields. We have seen that this function might also be assumed by technical colleges, although in this case a large majority of the entering students also terminate their courses with a degree in the prescribed period.

In any case, it is evident that the high rate of growth of student in-flow into the German universities during the late sixties and early seventies, has not led to a comparable growth in output in the mid seventies (1).

4. *THE STATE OF NON-CORRELATION*

Is there any lesson that can be drawn from these very latest figures as compared to those of the early seventies and to the developments in the two preceding decades ? At first sight only one of a rather negative nature. They seem to confirm a certain unpredictability in the quantitative trends in higher education. Only some five years after the sudden slowdown of 1970 there is

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(1) It will be recalled (see p. 87 above) that the growth rate in numbers of degrees awarded in German universities between 1970 and 1973 was between 1.5 and 1.8 %.

now appearing an even more sudden up turn in at least a few of the countries concerned. Both of these changes were unexpected or only very partly anticipated, and we remain faced with a basic question therefore which can possibly be formulated as follows :

Was the slowdown of the early seventies just a temporary phenomenon, and thus the recent upturn merely a continuation of the fast growth rate of the sixties, or, on the contrary, are the latest figures (if not due to statistical error) merely a very brief interruption of a "steady state" trend which started around 1970 ?

It is difficult to answer this question, especially from an international point of view, because of the problems of relating (particularly in quantitative terms) the development of higher education to the development of any other single social subsystem or major phenomenon.

Both the OECD report of 1971 (1) and the analysis in Part I of this report show the relatively small role of the demographic factor. In the fifties and sixties only about 20 % of the variations in enrolment could be explained on the basis of changes in the size of the relevant age groups, and there is no reason to believe that the influence of this factor is substantially higher today (2).

The employment situation is of even less help in predicting higher education enrolments. Obviously, it has an impact on student decisions whether to enter universities or other institutions but the last few years have clearly shown that this can operate both ways. Graduate and/or generalised unemployment can be either a deterrent or on the contrary an incentive to enrol, and for the moment we are unable to say when and under what conditions it is the former or the latter.

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(1) Development of Higher Education. Op. cit. p. 2.

(2) Demographic changes of some magnitude do of course have an impact as shown in the case of Germany.

The size of the salary differential between graduates and non-graduates or , more specifically, the decrease or increase in the individual rate of return from higher education is an equally dubious parameter for explaining or predicting enrolment variation. In Sweden for example, this differential certainly did not change much between 1973 and 1975 (and if it did, it probably decreased) so it cannot be held to justify the sudden increase in numbers of new entrants. In Eastern Europe, it is relatively low, even in fields of study such as medicine. Yet individual demand for these particular subjects and for higher education in general remains high.

Neither do past levels of enrolment, i.e. the relative degree of quantitative development in a particular higher education system, provide any indication about the probabilities of further growth. The slowdown of the early seventies came about in both countries with high enrolment ratios, for example the United States and Sweden, and in those with relatively low ratios, the United Kingdom and the Netherlands, the contrary also being true.

There are many other non-explanatory factors that could be listed and in this context, the early seventies as well as the most recent years merely confirm what was obvious from the OECD survey and analysis of the fifties and sixties (1), that there is an apparent "state of non-correlation" between the development of higher education and any of the major social and economic factors lying outside the system taken separately.

There is, however, one exception to this general finding : the impact of secondary education on higher education. The OECD report quoted above established the relationship very clearly : in almost all countries, the expansion of higher education followed closely the increase in numbers of graduates of secondary school streams

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(1) Development of Higher Education. Op. cit. p. 2.

providing access to the universities. Part I of the present report has established that the slowdown in higher education is correlated with both a sudden decrease in numbers of qualified secondary school leavers and/or with a decrease of their propensity to enter into higher education (i.e. their transfer coefficients). Conceptually, it is very satisfactory when two independent investigations undertaken at an interval of more than five years lead to an identical conclusion in an area which lacks so much certainty. Unfortunately, from a practical point of view, this identity of theoretical conclusions is much less rewarding. The OECD report considered that its findings about the significant if not determining role of secondary education constituted a strong argument in view of expecting further continuous growth of higher education, at least in Western Europe. This was primarily because the proportion of the age group terminating their secondary education and qualifying for higher education was still relatively low (15 to 25 %) in most European countries. Thus the potential for further expansion could be considered as reasonably high and the continuing rapid growth of higher education as very probable. What happened in reality was that the potential stopped doing what it was expected to do (1). In other words, the decisive influence of secondary education operated up to about 1970 as a powerful factor of growth in higher education whereas after 1970 it represented an equally powerful agent of slowdown. And it is significant that this happened both in countries with a very high secondary school enrolment ratio (for example the United States and Sweden - up to 80 % of the age group) and in those with a relatively low ratio (i.e. those with a high growth potential).

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*(1) With the major exception of Germany where, in addition to the demographic factor, a continuing rapid expansion of the academic secondary school (*Gymnasium*) was a most significant force for accelerating growth on the post-secondary level. Thus, the* special case of Germany *can again to a large extent be explained by the decisive role of the development of secondary education. Do not let us forget that in the fifties and sixties, German enrolment ratios in secondary school leading to university were among the lowest in Western Europe.*

Thus, even if the secondary school factor can be considered as closely correlated with the development of higher education, the difficulty of predicting future enrolments in the latter remains, because it is now equally difficult to forecast what will happen at the end of the secondary school level.

5. *THE POLICY FACTOR*

The finding that numbers of qualified secondary school leavers and/or their transfer coefficients to higher education have decreased in the early seventies, or grown less rapidly than expected, is among the most important and probably the most surprising of the analysis of student flows in Part I of this report. The question must now be posed of whether and to what extent such development might have been the result either of educational policies openly pursued in several countries since 1970, or alternatively of a kind of spontaneous change in the attitudes and expectations of secondary school leavers; or of course, to a combination of these two factors (1).

The impact of new policies - in particular those related to the concept of recurrent education - could certainly explain the Swedish development. In that case, the sudden increase of numbers of new entrants in 1974 and 1975 would indeed imply that many of those who did not enter higher education during the "weak years" of the early seventies (and who, in a sense, caused the stagnation and decline of enrolments) were, at that time, merely postponing their university studies. They then enrolled around 1975, thus causing the numbers of new entrants suddenly to grow. To some extent this development can already be identified earlier : the proportion of new entrants aged 22 and above has increased in Sweden between 1966 and 1971 from 32.4 to 44.2 % (2). Pushing this interpretation further, it could even be argued that the sudden increase of newly registered students in Sweden implies, at least in part, the development of an entirely new clientele in higher education, not only of students who have

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(1) The authors of Part I are in fact posing this question. The following comments represent merely some further speculations.

(2) See Table 15 p. 73 above.

interrupted for a while their formal educational careers but also of those whom Swedish policy has strongly tried to favour - for example adults without completed secondary education, participants in the 25/4 scheme, students taking single courses, etc.

It is hard to say to what extent a similar explanation can also be applied to other countries. There are very few where official policies in this direction are so clearly formulated, and with appropriate institutional measures, as in Sweden. But this does not mean that the same trend is not materialising under the pressure of less coordinated and more autonomous or spontaneous forces. In the United States, for example, the trend might be the result of a combination of factors, amongst which the recommendations of the Carnegie Commission on Higher Education (1), the first Newman Report (2), the establishment of a number of non-traditional institutions of higher education for students of a new kind (such as the Empire State College, or the New York Regents External Degree programme) might have played a direct or indirect role, in a diffused way.

The British Open University is another case where a new policy, this time translated into the development of a single institution, has clearly a direct impact on the recruitment of a wider student body. Its enrolments are not included in our figures ; but had they been, hardly any decrease in the growth rates of British higher education in the early seventies would have been noticeable.

Let us not forget however that often educational policies have no direct nor indirect effect. This was already one of the conclusions of the 1971 OECD Report (3) when pointing to a number of cases where actual developments ran almost contrary to what they had been intended to be and despite the incentives provided. Thus, since the end of the fifties, almost all countries have introduced measures towards an expansion of technical and scientific fields of study. In most cases however the proportion of students in these fields has dropped and that in social sciences and the humanities has increased. Similarly since the middle of the sixties, several European countries have been strongly advocating the development of short cycle higher education, and of special institutions to provide it. Yet, in most cases in the early seventies these forms of higher education have only had a slightly faster growth rate than traditional universities.

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(1) *In particular, those contained in the Commission's Report* Less time, more options *(January 1971) advocating, among other things, the concept of* "Stop-out/Stop-in".

(2) *Frank Newman et. al. : Report on Higher Education. Washington. US Department of Health, Education, and Welfare, 1971.*

(3) *Development of Higher Education. Op. cit. p. 2.*

Consequently, there is a large degree of uncertainty about the outcome of particular educational policies. In some cases they may determine the student flows but in others not, which means that they will not necessarily help in explaining and forecasting future trends. This uncertainty is often strengthened by the fact that official educational policies can change quite unexpectedly, before it was possible for them to have had any lasting effect, and not only because governments change. The debate around the *numerus clausus* in Germany is a good example of such instability. In 1972, a now famous decision of the Karlsruhe Supreme Court authorised, under certain well defined conditions, restriction of access to university for qualified secondary school leavers in the Federal Republic. None of the major political parties challenged the new policy seriously and virtually all the discussion and criticism of it have been centred around the methods of selection rather than the principle : secondary school grades, waiting period, aptitude tests, special quotas, etc. Yet, less than four years later, the well known weekly "Der Spiegel" speaks of "the end of a nonsense" (1) and reports that virtually all the political parties are presenting as part of their programme for the next parliamentary election to take place in the autumn of 1976 either a complete, or almost complete abolition, of the *numerus clausus*, with the exception of a few "hard fields" such as medicine.

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(1) "Numerus Clausus : Ende des Unsinns", Der Spiegel, No. 25/1976.

6. *CONCLUSIONS*

Most of our comments so far have reinforced the conclusion of Part I of this report concerning the uncertainty and difficulty of analysing contemporary higher educational systems, Uncertainty and difficulty do however not imply undesirability and impossibility. It is suggested that both are due to the extreme complexity of the development of higher education. The absence of clearly established relations between the enrolment trends and outside factors does not mean that systems of higher education evolve independently of economy, demography, and other social forces. It simply means that there is always - as with every social sub-system - both a multiplicity of links, some of which are quantifiable and some not, and a multiplicity of interrelationships between these links. There is also an "inner logic" of the system which often cannot be broken merely by policy measures dealing with only one of its component parts. Such measures may either lead to minimal practical consequences or have completely unintended or distorted results. A recent OECD report (1) has eloquently illustrated this in the case of selection for certain fields of study. On the one hand, such selection measures (*numerus clausus*), even if originally intended for a few fields of study only, have a snowballing effect, spreading from medicine to pharmacy and then to biology, etc.; on the other hand, "*institutions or fields of study may become more attractive for certain social groups precisely because they restrict entry, while the same measure may contribute to dissuade other groups from applying*".

It can safely be argued that for two major reasons the complexity of higher education and of its interrelations with outside forces have considerably increased over the past decade : first because of the growth in its sheer size, both in terms of the age group concerned and of the resources devoted to it ; and second, on account of its diversification in terms of the clients served, the institutions constituting the

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(1) OECD , Selection and Certification in Education and Employment. Paris, to be published.

systems, patterns of study (1), and, especially, systems of government in higher education. Up to fairly recently its rules, standards and functioning were largely determined by a relatively homogenous social group - the professors. They are now more and more the result of a conflicting situation between a variety of pressure groups including, besides chairholders, students, junior teachers, administrators and many others, as well as a complex interaction (or tension) between central authorities and the forces of institutional autonomy.

Both the considerably enlarged size of the system and its substantially more diversified or diffused nature (2) would obviously seem to imply a further increase in the variety of attitudes, behaviour and social factors influencing it. But if this is the case then the answer to the question why the analyst of today is faced with more uncertainty than his precedessor follows almost automatically : because his task is infinitely more complex.

The number of studies on higher education (and on education in general) covering not only its educational but also its economic, sociological and political aspects, which were rare or almost non-existent before the end of the fifties, has increased enormously since. If no safe answers and especially no reliable forecasts about future trends are available at present, this should not be considered as a deterrent to further investigations. As in other fields of study more knowledge does not necessarily mean more "final solutions" but simply a slightly better basis for further study and action. Consciousness of uncertainty (and/or of complexity), is often the first step towards more rational behaviour and is, in any case, an improvement over the advocacy of simplified answers.

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(1) *The OECD report speaks of a trend* "towards a modular or aggregative structure of studies."

(2) *I have argued elsewhere that we are witnessing not so much a development from elite to mass or universal access to higher education assumed only a few years ago, but a trend towards what might be called a diffused system :* "diffused because of the blurred separations between its different levels and the teaching content of different institutions; because of the indetermination regarding its points of entry and exit; diffused also because it becomes more and more difficult to define what is and what is not higher education." *cf. L. CERYCH : Access and Structure of Post-Secondary Education. Paris, Institute of Education, 1975, p. 32.*

So far as specific actions and policies in the field of higher education are concerned, they too, it is suggested, can benefit from the new uncertainty. In the first place they should not rely on isolated measures, on any single factor or force, without taking into consideration the different interrelationships and unintended consequences which such an action or policy might generate. Specifically, for example, this means always considering the selection measures to be introduced in a particular segment of the system in relation to admission procedures in other fields and parts of higher education. And even the negative conclusions of recent investigations, such as the ambiguous relationship between the development of enrolments and the employment situation, or salary differentials, might be illuminating for policy makers. For does not the uncertainty about this relationship imply a certain "*uncoupling*" between education and employment or, at least, a completely new kind of education employment link to which future policies must be adapted in order to be effective ?

All this might make forecasting of future student flows even more difficult than it is now, but it may well be that in the present situation it is far less important to estimate what the student population will be in a few years hence, in quantitative terms - and therefore also to know whether we are or not heading towards a zero growth or steady state situation in higher education - than to determine what we want it to be in qualitative and structural terms ; and also what it might realistically be, given the forces of change and of resistance to change.

Arthur Koestler once wrote (1) that most of the major discoveries and innovations in science (as well as in arts), come about through an encounter or even a clash of hitherto unrelated disciplines, modes of thinking or methodological approaches. The big breakthrough of the last fifty years or more in the study of education and in educational policies formation took place in most countries in the late fifties (2) and early sixties when economic theory and planning methodologies

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(1) Arthur Koestler : The Act of Creation, Hutchinson of London, 1964.

(2) Much earlier in Soviet Russia.

started to be applied to problems of education, and possibly also some years later when organizational theory and systems analysis were introduced in this connection. A new encounter is perhaps necessary in order to accomplish another breakthrough in our understanding of the development of educational systems. In the meantime, this understanding can only be improved incrementally through trial and error arising from both research and practical experience.

PART III

SOME DEVELOPMENTS IN EASTERN EUROPE

by Ladislav Cerych.

1. *INTRODUCTION*

The tables which follow concern three socialist countries in Eastern Europe : Czechoslovakia, Hungary and Poland. It was thought interesting to highlight at least some elements of their development for comparison with the trends analysed in the first part of this report which cover mainly the Western countries whose higher education systems operate within a completely different political and economic framework.

The comparison is both tentative and incomplete. It is based, so far as Eastern Europe is concerned, exclusively on official published documents from the three countries concerned. No attempt has been made to reclassify the data in order to fit the categories adopted for comparative purposes in the case of the other eleven countries. On the contrary, the Eastern Europe tables maintain, virtually without any changes, the statistical and institutional categories presented in the official publications. Thus, there no distinction between university and non-university types of higher education appears; it lies instead between "intramural" and "extramural" students. These terms are not identical : "non-university type" cannot be assimilated to "extramural", as the former normally implies the notion of a short cycle and of less than degree level studies, whereas the latter suggests substantially different patterns of attendance (part-time, evening and correspondence courses, etc.). The two concepts have probably only one thing in common : overall, they are less prestigious than the opposing categories, "university-type higher education" and "intramural studies".

The only attempt made to facilitate comparison between Eastern and Western European trends is purely formal : some of the tables for the three Eastern countries have been arranged (typographically) in a similar way as those for the countries covered in Part I of the present report.

The brief comments which follow aim only at underlining a few aspects of the Eastern trends which appear most readily from the presented statistical series. Any analysis or interpretation of these trends is subject to more detailed data and deeper knowledge concerning developments in post-secondary education in Eastern Europe.

2. *OVERALL TRENDS*

Unlike the eleven countries covered in Part I, the three Eastern countries under review do not seem to have entered a period of slower growth (or stagnation) in their post-secondary enrolments during the early seventies. However, at least two of them (Czechoslovakia and Hungary) appear to have passed through such a period during the second part of the sixties. In both countries, this stagnation was such that the total number of students in 1973/74 was virtually unchanged when compared with 1966/67. Poland, on the contrary, appears to have enjoyed a continuous steady growth during this whole period.

3. *INTRAMURAL VERSUS EXTRAMURAL STUDIES*

The relative importance of "extramural" (evening, part-time, correspondence) studies in Eastern Europe is well known. In the three countries concerned, they represented, in 1965/66, between 34 and 46 % of enrolments. But it is interesting to note that since that year this importance has diminished considerably in Czechoslovakia (from 34 to 17 %) and Hungary (from 46 to 37 %), while remaining more or less constant in Poland. In fact the quasi-stagnation of the overall enrolments in these two countries resulted from a slight but regular increase in numbers of "intramural" (full-time) students and a significant decline of extramural enrolments. This decline stopped in Hungary around 1970, and in Czechoslovakia about 1973/74.

4. *FEMALE PARTICIPATION*

For many years, the Eastern European countries have been well-known for their high participation ratio of women in higher education. At the present time, Hungary and Czechoslovakia are, in this respect, at about the same level as the most advanced Western countries, namely 40 to 45 %, the figure for Poland corresponding to the Western European average (if not below). As in Western Europe, however, this process seems to be slowing down, with the possible exception of Hungary. But this similarity of trends hides major differences in female participation in specific fields of studies. Thus, 53 % of medical students in Czechoslovakia are women, 54 % in Hungary, and the female participation ratio among students in the pure sciences is 55 and 50 % respectively.

5. *DISTRIBUTION OF STUDENTS BY FIELD OF STUDY*

Another well-known feature of the Eastern Europe higher education system when compared with the Western countries is the high proportion of technology and pure science students. In 1965/66, it was 60 % in Czechoslovakia, 52 % in Hungary and 55 % in Poland (all these figures also include agriculture students). All three countries appear to have seen a decrease in this proportion which in 1973/74 stood at 50 % in Czechoslovakia, 48 % in Hungary and 52 % in Poland. These figures were of course still much higher than the corresponding ones for Western Europe where they averaged 20 to 30 %, but in both cases a decreasing trend is noticeable over the past decade or so.

The proportion of medical students has significantly increased in Czechoslovakia (from 9.6 to 11 % between 1965/66 and 1973/74) as it did in most of the Western countries, while it remained constant or slightly decreased in Hungary and Poland.

The relevant tables now follow as an annex to this Part.

Part III

ANNEX I

TABLES OF EASTERN EUROPE BY COUNTRY

CZECHOSLOVAKIA

Table I

OVERALL DEVELOPMENTS

		1965/66	1966/67	1967/68	1968/69	1969/70	1970/71	1971/72	1972/73	1973/74
ENROLMENTS										
Intramural	A	91,720	92,834	95,872	100,193	100,587	102,015	102,251	103,034	108,098
	B	-	+1.2	+3.2	+4.5	+0.4	+1.4	+0.2	+0.7	+4.9
Extramural	A	49,697	46,225	38,161	34,059	29,513	25,465	21,997	21,557	23,811
	B	-	-7.5	-17.5	-10.8	-13.4	-13.7	-13.6	-3.8	+12.5
Total	A	144,990	142,373	137,497	137,654	133,524	131,099	128,124	127,957	135,874
	B	-	-1.8	-3.6	+0.1	-3.01	-1.8	-2.3	-0.1	+6.2
NEW ENTRANTS										
Intramural	A	25,036	25,723	26,559	27,463	27,413	26,552	23,789	24,395	27,998
	B	-	+2.7	+3.3	+3.4	-0.2	-3.2	-10.4	+2.5	+14.8
DEGREES AWARDED										
Intramural	A	13,390	14,183	13,852	13,215	13,629	15,193			
	B	-	+5.9	-2.3	-4.6	+3.1	+11.5			
Extramural	A	5,211	6,012	6,199	5,558	4,779	3,992			
	B	-	+15.4	+3.1	-10.4	-14.5	-16.5			
Total	A	18,601	20,195	20,051	18,773	18,408	19,185	20,506	20,895	
	B	-	+8.6	-0.7	-7.3	-2.0	+4.2	+6.9	+1.8	

A Absolute figures.
B Annual growth rate (in %) over preceeding year.
SOURCE : Statisticka Rocenka CSSR (Statistical yearbooks of Czechoslovakia for corresponding years, published by the State Statistical Office in Prague).

CZECHOSLOVAKIA

Table II

FEMALE PARTICIPATION

(as percentage of enrolments in all higher education)

1960/61	1965/66	1970/71	1973/74
34.1 %	38.2 %	37.9 %	39.4 %

SOURCE : Statisticka Rocenka CSSR (Statistical yearbooks of Czechoslovakia for corresponding years, published by the State Statistical Office in Prague).

Table III (a)

DISTRIBUTION OF STUDENTS BY FIELD OF STUDY (1)

(absolute figures)

		1965/66	1966/67	1970/71	1973/74
Pure Science	M	3,437	3,427	2,940	2,360
	F	3,921	3,861	2,999	3,055
	T	7,358	7,288	5,939	5,415
Agriculture	M	–	11,391	9,672	9,742
	F	–	3,730	3,404	3,425
	T	–	15,121	13,076	13,167
Technology	M	57,716	48,675	42,009	43,187
	F	15,913	12,442	9,817	9,518
	T	77,066	61,117	52,785	53,400
Total Science, Agriculture and Technology	M	61,153	63,493	54,621	55,289
	F	19,834	20,033	16,220	15,998
	T	80,987	83,526	70,841	71,287
Medical Sciences	M	4,896	4,820	5,707	7,128
	F	7,586	7,610	6,461	8,044
	T	12,481	12,430	12,168	15,172
Humanities	M	2,891	2,897	2,984	2,529
	F	5,039	5,103	6,159	6,107
	T	7,930	8,000	9,143	8,636
Education	M	7,958	5,904	4,305	5,140
	F	16,765	16,674	12,551	11,657
	T	24,723	22,578	16,856	16,797
Law	M	1,986	2,314	4,090	4,742
	F	1,225	1,419	2,563	3,532
	T	3,211	3,733	6,653	8,274
Economics	M	–	7,721	6,049	4,176
	F	–	3,730	4,480	7,613
	T	–	11,451	10,529	11,789
Social Sciences and Journalism	M	–	–	545	261
	F	–	–	686	213
	T	–	–	1,231	474
Theology	M	292	348	784	492
	F	23	23	75	55
	T	315	371	859	547
Fine Arts	M	1,124	1,150	1,237	1,192
	F	620	584	626	761
	T	1,744	1,734	1,863	1,953
Others	M	1,455	1,415	1,578	1,402
	F	1,066	1,111	1,211	732
	T	2,521	2,526	2,789	2,134
Overall Total	M	81,755	86,635	79,860	79,991
	F	48,236	52,426	48,092	52,352
	T	129,991	139,061	127,952	132,343

1) *Figures of Table III differ slightly from those of Table I. This difference is due to a not quite comprehensive coverage of the student population as appearing in Table III.*

SOURCE : Statisticka Rocenka CSSR (Statistical yearbooks of Czechoslovakia for corresponding years, published by the State Statistical Office in Prague).

Table III (b)

DISTRIBUTION OF STUDENTS BY FIELD OF STUDY

(as percentage of total)

		1965/66	1966/67	1970/71	1973/74
Pure Science	M	4.2	4.0	3.7	3.0
	F	8.1	7.4	6.2	5.8
	T	5.7	5.2	4.6	4.1
Agriculture	M	–	13.1	12.1	12.2
	F	–	7.1	7.1	6.5
	T	–	10.9	10.2	9.9
Technology	M	70.6	56.2	48.9	51.0
	F	24.9	16.4	14.3	13.7
	T	53.6	43.9	36.6	36.3
Total Science, Agriculture and Technology))	M	74.8	73.3	64.7	66.2
	F	33.0	30.9	27.6	26.0
	T	59.3	60.0	51.4	50.3
Medical Sciences	M	6.0	5.6	7.1	8.9
	F	15.7	14.5	13.4	15.4
	T	9.6	8.9	9.5	11.5
Humanities	M	3.5	3.3	3.7	3.2
	F	10.4	9.7	12.8	11.7
	T	6.1	5.8	7.1	7.3
Education	M	9.7	6.8	5.4	6.4
	F	34.8	31.8	26.1	22.3
	T	19.0	16.2	13.2	12.7
Law	M	2.4	2.7	5.1	5.9
	F	1.3	2.7	4.9	6.7
	T	2.5	2.7	5.2	6.3
Economics	M	–	8.9	7.6	5.2
	F	–	7.1	9.3	14.5
	T	–	8.2	8.2	8.9
Social Sciences and Journalism)	M	–	–	0.7	0.3
	F	–	–	1.4	0.4
	T	–	–	1.0	0.4
Theology	M	0.4	0.4	1.0	0.6
	F	0.4	0.04	0.2	0.1
	T	0.2	0.3	0.7	0.4
Fine Arts	M	1.4	1.3	1.5	1.5
	F	1.3	1.1	1.3	1.4
	T	1.3	1.2	1.5	1.5
Others	M	1.8	1.6	2.0	1.8
	F	2.2	2.1	2.5	1.4
	T	1.9	1.8	2.2	1.6
Overall Total	M	100.0	100.0	100.0	100.0
	F	100.0	100.0	100.0	100.0
	T	100.0	100.0	100.0	100.0

SOURCE : Statisticka Rocenka CSSR (Statistical yearbooks of Czechoslovakia for corresponding years, published by the State Statistical Office in Prague).

Table IV

DISTRIBUTION OF STUDENTS IN DIFFERENT INSTITUTIONS OF HIGHER EDUCATION

(in %)

		1960/61	1965/66	1966/67	1970/71	1973/74
		%	%	%	%	%
Technical Institutes		47.7	48.0	37.9	35.6	35.3
Universities		34.0	40.8	42.3	44.8	44.9
Art Schools		1.3	1.2	1.2	1.4	1.4
Institutes of Pedagogy	(1)	17.0	9.8	-	-	-
Schools of Economy	(2)	-	-	8.0	8.0	8.7
Schools of Agriculture	(3)	-	-	10.6	10.0	9.7
Faculties of Theology	(4)	(0.4)	(0.2)	(0.3)	(0.7)	(0.4)
TOTAL		100.0	100.0	100.0	100.0	100.0
TOTAL NUMBER OF STUDENTS	(5)	94,040	144,990	142,373	131,099	135,874

1) Included in Universities starting 1966/67.
2) Included in Universities before 1966/67.
3) Included in Technical institutes before 1966/67.
4) Not included in total.
5) Not including students of theology (315 to 859 students according to year).

SOURCE : Statisticka Rocenka CSSR (Statistical yearbooks of Czechoslovakia for corresponding years, published by the State Statistical Office in Prague).

HUNGARY

Table I

OVERALL DEVELOPMENTS

		1965/66	1966/67	1967/68	1968/69	1969/70	1970/71	1971/72	1972/73	1973/74
ENROLMENTS										
Intramural	A	51,002	52,327	52,407	52,061	53,237	53,821	56,340	58,361	61,534
	B		+2.6	+0.3	-0.7	+1.6	+1.1	+4.7	+3.6	+5.4
Extramural	A	42,995	37,217	31,531	26,666	25,625	26,715	29,971	32,476	36,588
	B		-13.4	-15.3	-15.4	-3.9	+4.3	+12.2	+8.4	+12.7
Total	A	93,957	98,544	83,938	78,727	78,889	80,536	86,311	90,857	98,122
	B		-4.7	-6.3	-6.3	+0.2	+2.1	+7.2	+5.3	+8.0
NEW ENTRANTS										
Intramural	A	14,154					15,147		16,504	17,513
	B		(+1.4)	(+1.4)	(+1.4)	(+1.4)	(+1.4)	(+4.4)	(+4.4)	+6.1
Extramural	A	11,766					10,288		13,801	15,895
	B		(-2.6)	(-2.6)	(-2.6)	(-2.6)	(-2.6)	(+15.8)	(+15.8)	+15.2
Total	A	25,920					25,435		30,305	33,408
	B		(-0.4)	(-0.4)	(-0.4)	(-0.4)	(-0.4)		(+9.1)	+10.2
DEGREES AWARDED										
Total	A	18,107	20,631	20,507	17,814	18,220	17,126	18,417	22,568	
	B		+13.9	-0.6	-13.1	+2.3	-6.0	+7.3	+22.5	

A Absolute figures.

B Annual growth rate over preceding year (in %) ; figures in brackets represent average annual growth rates over a period of two or more years.

SOURCE : Statisztikai Evkönyu (Statistical yearbooks of Hungary for corresponding years, published by the State Statistical Office in Budapest).

HUNGARY

Table IV

FEMALE PARTICIPATION

(as percentage of enrolments in all higher education)

1970/71	1971/72	1972/73	1973/74
42.7 %	44.2 %	45.8 %	46.3 %

SOURCE : Statisztikai Evkönyu (Statistical yearbooks of Hungary for corresponding years, published by the State Statistical Office in Budapest).

DISTRIBUTION OF STUDENTS BY FIELD OF STUDY

(absolute figures)

		1965/66	1970/71	1971/72	1972/73	1973/74
Pure Science	M		2,182	2,150	2,341	2,508
	F		2,387	2,513	2,550	2,679
	T	5,779	4,569	4,663	4,891	5,189
Agriculture	M		5,694	5,351	5,344	6,416
	F		1,697	1,740	1,877	2,076
	T	10,112	7,391	7,091	7,221	8,492
Technology	M		23,990	25,771	26,064	27,430
	F		5,474	5,966	6,194	6,450
	T	32,854	29,461	31,737	32,258	33,880
Total Science, Agriculture and Technology	M		31,866	33,272	33,731	36,354
	F		9,558	10,219	10,621	11,205
	T	48,745	41,421	43,491	44,370	47,561
Medical Sciences (1)	M		3,633	3,689	3,737	3,909
	F		4,197	4,236	4,351	4,584
	T	8,305	7,830	7,925	8,088	8,493
Humanities	M		1,486	1,531	1,595	1,631
	F		2,764	3,021	3,327	3,622
	T	7,164	4,250	4,552	4,922	5,253
Education	M		3,327	3,455	3,802	4,091
	F		10,661	13,084	15,459	17,511
	T	17,463	13,988	16,539	19,261	21,602
Law	M		1,900	1,908	1,976	2,239
	F		1,644	1,739	1,737	2,009
	T	3,936	3,544	3,647	3,713	4,248
Economics	M		3,285	3,554	3,672	3,795
	F		4,995	5,243	5,407	5,713
	T	7,486	8,280	8,797	9,079	9,508
Fine Art	M		681	709	731	697
	F		611	650	693	762
	T	858	1,292	1,359	1,424	1,459
Overall Total		93,957	80,536	86,311	90,857	98,122

(1) Including Pharmacy and Veterinary Medicine.

SOURCE : Statisztikai Evkönyu (Statistical yearbooks of Hungary for corresponding years, published by the State Statistical Office in Budapest).

DISTRIBUTION OF STUDENTS BY FIELD OF STUDY

(as percentage of total)

		1965/66	1970/71	1971/72	1972/73	1973/74
Pure Science	M		4.7	4.5	4.8	4.8
	F		6.9	6.6	6.1	5.9
	T	6.0	5.7	5.4	5.4	5.3
Agriculture	M		12.4	11.1	10.8	12.7
	F		4.9	4.6	4.5	4.6
	T	10.8	9.2	8.2	7.9	8.6
Technology	M		52.0	53.6	52.9	52.0
	F		15.9	15.6	14.9	14.2
	T	35.0	36.6	36.8	35.5	34.5
Total Science, Agriculture and Technology	M		69.1	69.2	68.5	69.5
	F		27.7	26.8	25.5	24.7
	T	51.8	51.5	50.4	48.8	48.4
Medical Sciences (1)	M		7.9	7.7	7.6	7.4
	F		12.2	11.1	10.5	10.1
	T	8.8	9.7	9.2	8.9	8.7
Humanities	M		3.2	3.2	3.2	3.1
	F		8.0	7.9	8.0	8.0
	T	7.6	5.3	5.3	5.4	5.4
Education	M		7.2	7.2	7.7	7.8
	F		31.0	34.3	37.2	38.7
	T	18.6	17.4	19.2	21.2	22.0
Law	M		4.1	4.0	4.0	4.2
	F		4.8	4.6	4.2	4.3
	T	4.2	4.4	4.2	4.1	4.3
Economics	M		7.1	7.4	7.5	7.2
	F		14.5	13.2	13.0	12.6
	T	8.0	10.3	9.6	10.0	9.7
Fine Art	M		1.5	1.5	1.5	1.3
	F		1.8	1.7	1.7	1.8
	T	0.9	1.6	1.6	1.6	1.5
Overall Total	M		100.0	100.0	100.0	100.0
	F		100.0	100.0	100.0	100.0
	T	100.0	100.0	100.0	100.0	100.0

(1) Including Pharmacy and Veterinary Medicine (each between 10 and 15 % of students under this heading).

SOURCE : Statisztikai Evkönyu (Statistical yearbooks of Hungary for corresponding years, published by the State Statistical Office in Budapest).

HUNGARY

Table IV

DISTRIBUTION OF STUDENTS IN DIFFERENT INSTITUTIONS OF HIGHER EDUCATION

(in %)

	1965/66	1970/71	1972/73	1973/74
	%	%	%	%
Technical Institutes	53.7	56.0	53.4	52.9
Universities	26.8	25.1	23.8	23.6
Institutes of Pedagogy	18.6	17.4	21.2	22.0
Art Schools	0.9	1.6	1.6	1.5
PERCENT	100.0	100.0	100.0	100.0
TOTAL NUMBER OF STUDENTS	93,957	80,536	90,857	98,122

SOURCE : Statisztikai Evkönyu (Statistical yearbooks of Hungary for corresponding years, published by the State Statistical Office in Budapest).

POLAND

Table I

OVERALL DEVELOPMENTS

		1965/66	1966/67	1967/68	1968/69	1969/70	1970/71	1971/72	1972/73	1973/74	1974/75
ENROLMENTS											
Intramural	A	152,362					209,847			242,637	258,149
	B		(+6.6)	(+6.6)	(+6.6)	(+6.6)	(+6.6)	(+5.0)	(+5.0)	(+5.0)	+6.4
Extramural	A	99,502					120,943			155,264	168,552
	B		(+4.0)	(+4.0)	(+4.0)	(+4.0)	(+4.0)	(+8.7)	(+8.7)	(+8.7)	+8.6
Total	A	251,864					330,789			397,901	426,701
			(+5.6)	(+5.6)	(+5.6)	(+5.6)	(+5.6)	(+6.3)	(+6.3)	(+6.3)	+7.2
NEW ENTRANTS											
Intramural	A	n. a.					47,530	56,863	61,022	69,471	73,989
	B							+19.6	+7.3	+13.8	+6.5
Extramural	A						32,369	34,475	37,719	45,528	44,834
	B							+6.5	+9.4	+20.7	-1.5
Total	A						79,899	91,338	98,714	114,999	118,823
	B							+14.3	+8.1	+16.5	+3.3
DEGREES AWARDED											
Total	A	25,218				47,117	47,240	55,786	62,889	71,074	
	B		(+16.9)	(+16.9)	(+16.9)	(+16.9)	0.0	+18.1	+12.7	+13.-	

A Absolute figures.

B Annual growth rates (in %) over preceding year (figures in brackets represent *__average__* *annual growth rates over a period of two or more years).*

SOURCE : Rocznik Statystyczny (Statistical yearbooks of Poland for corresponding years published by the Main Statistical Office in Warsaw).

FEMALE PARTICIPATION

(as percentage of enrolments in all higher education)

1960/61	1965/66	1970/71	1974/75
34.8 %	37.5 %	29.7 %	31.4 %

SOURCE : Rocznik Statystyczny (Statistical yearbooks of Poland for corresponding years published by the Main Statistical Office in Warsaw).

POLAND

Table III

DISTRIBUTION OF STUDENTS BY FIELD OF STUDY

		Absolute figures			Percentage of total		
		1965/66	1970/71	1974/75	1965/66	1970/71	1974/75
Pure Science	T	26,528	31,717	47,667	10.6	9.7	11.3
Agriculture	T	18,325	25,375	29,728	7.3	7.7	7.0
Technology	T	92,080	131,365	143,232	36.8	40.0	33.8
Subtotal	T	136,933	188,457	220,627	54.7	57.4	52.1
Medical Sciences	T	22,122	22,851	26,816	8.8	7.0	6.3
Humanities	T	34,185	36,536	71,935	13.6	11.1	17.0
Education and Physical education)	T	2,841	15,136	23,924	1.1	4.6	5.7
Law	T	17,973	22,729	28,960	7.2	6.9	6.8
Economics	T	31,827	37,117	44,227	12.7	11.3	10.4
Fine Art	T	4,570	5,237	6,802	1,8	1,6	1,6
Overall Total		250,450	328,063	423,301	99.9	99.9	99.9

SOURCE : Rocznik Statystyczny (Statistical yearbooks of Poland for corresponding years published by the Main Statistical Office in Warsaw).

POLAND

Table IV

DISTRIBUTION OF STUDENTS IN DIFFERENT INSTITUTIONS OF HIGHER EDUCATION

(in %)

	1960/61	1965/66	1970/71	1974/75
	%	%	%	%
Technical Institutes	53.3	56.5	58.6	50.9
Universities	42.6	40.-	34.4	41.1
Art Schools	2.2	1.8	1.6	1.6
Institutes of Pedagogy	1.1	1.1	4.6	5.6
TOTAL	99.2	99.7	99.2	99.2
TOTAL NUMBER OF STUDENTS	165,687	251,864	330,789	426,701

SOURCE : Rocznik Statystyczny (Statistical yearbooks of Poland for corresponding years published by the Main Statistical Office in Warsaw).